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Personnel

DEVELOPING, MANAGING, AND
CONDUCTING TRAINING

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

NOTICE: This publication is available digitally on the AFRC LAN InfoBase and Subordinate unit InfoBases. If you lack access, go to the HQ AFRC WWW site at: http://www.wrbfs01.afrc.af.mil/scsi.

This instruction implements DODD 1322.18, *Military Training*, 9 January 1987, with change 1, DODI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training*, 14 March 1991, with change 1, and AFPD 36-22, *Military Training*, 1 June 1996, by assigning responsibilities and providing guidance and procedures for developing, managing, and conducting Air Force technical, ancillary, and recruit training.

(AFRC) The OPR for this supplement is HQ AFRC/DPT (James R. Dean). This supplement implements and extends the guidance of Air Force Instruction (AFI) 36-2201, 1 April 1997. The AFI is published word-for-word without editorial review. Air Force Reserve supplementary material is indicated by "(AFRC)" in boldface type. This supplement describes Air Force Reserve procedures to be used in conjunction with the basic instruction. Upon receipt of this integrated supplement, discard the previous integrated supplement.

SUMMARY OF REVISIONS

This instruction has been revised in its entirety. Revisions include the addition of four new chapters (**Chapter 7**, **Chapter 8**, **Chapter 9**, and **Chapter 10**).

(AFRC) This supplement is substantially revised and must be completely reviewed. A (|) indicates revisions from the previous edition.

Chapter 1

INTRODUCTION

1.1. General. Skilled and trained personnel are critical to the Air Force (AF) in providing a strong national defense capability. This instruction prescribes Air Force training policy, training requirements, and validation. It establishes responsibilities for the development, management, and conduct of military training in support of active-duty, guard, and reserve military personnel. This instruction does not apply to rated and acquisition officers who are governed by training as directed by their functional communities.

1.2. Strategy. Develop, manage, and execute training programs that provide realistic and flexible training which produce a highly skilled, motivated force capable of carrying out all tasks and functions in accomplishing the Air Force mission. These programs should provide the foundation for AF readiness.

1.3. Objectives. The AF education and training program provides:

1.3.1. The Department of Defense the best trained individuals, units, and forces possible.

1.3.2. Increased readiness and military effectiveness through quality programs.

1.3.3. Job-oriented, realistic technical training in the skills and knowledge required to perform effectively in Air Force Specialties (AFS).

1.3.4. A balance of training capability and cost.

1.3.5. Life-cycle education and training programs using the continuous learning concept.

1.3.6. Continuous development and application of advanced education and training technology.

1.3.7. Rigorous evaluation, feedback, and improvement to ensure training and education programs prepare our forces to meet the challenges of the future.

1.4. Overview. This instruction provides information needed for developing, managing, and conducting AF education and training. **Chapter 1** provides an introduction to the overall AF education and training process. **Chapter 2** describes the Instructional System Development (ISD) concept and its use in developing training. **Chapter 3** identifies the elements of the officer and enlisted training programs. **Chapter 4** outlines on-the-job training tenets, responsibilities, and supporting documentation. **Chapter 5** defines the Extension Course Program and associated responsibilities. **Chapter 6** describes the process for training evaluation and feedback. **Chapter 7** outlines student reporting policy and responsibilities. **Chapter 8** defines the scope of AF Formal training. **Chapter 9** describes responsibilities for developing Distance Learning. **Chapter 10** provides the elements of the Mission Readiness Training Program (MRTP). **Chapter 11** identifies responsibilities for requesting and conducting special training. **Chapter 12** describes training for new AF enlisted recruits. **Chapter 13** outlines procedures for creating and administering ancillary training. **Chapter 14** defines the Military Knowledge and Testing Standard System.

Chapter 2

INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD)

2.1. General. The AF ISD process provides a systems approach to planning, developing, implementing, and managing education and training programs. The goal of ISD is to increase the effectiveness and cost-efficiency of education by:

•Developing instruction based on job performance requirements.

•Eliminating irrelevant skills and knowledge instruction from courses.

•Ensuring that graduates acquire the necessary skills, knowledge, and attitudes to do the job.

2.1.1. The product of the ISD process is a total quality instructional system that is cost-effective and produces graduates who can do the job.

2.2. ISD Source Documents. AFH 36-2235, *Information for Designers of Instructional Systems*, Volumes 1-12, Instructional Systems Development, outlines how Air Force personnel implement the ISD process. Related ISD publications are AFMAN 36-2234, *Instruction System Development*, AFMAN 36-2236, *Guidebook for Air Force Instructors*, and AFPAM 36-2211, *Guide for Management of Air Force Training Systems*. Each command provides additional guidance.

2.3. MAJCOM, FOA, and DRU Responsibilities.

2.3.1. Ensure that personnel apply the ISD process to all types and phases of training, development and management.

2.3.2. All education and training development organizations will review proposed system acquisition or modification programs to ensure that personnel use the ISD process properly to decide upon the mix, quantity, and sophistication of training equipment, and use of technology to deliver effective and cost effective courseware.

2.3.3. Use the Planning, Programming, and Budgeting System (PPBS) to ensure that personnel properly set aside resources to ensure training funds are identified.

2.3.4. Define the minimum education and training qualifications for personnel selected to plan, develop, or manage instruction.

2.3.5. Designate an office of primary responsibility (OPR) for ISD matters and notify, by letter to Headquarters Air Education and Training Command, Directorate of Operations Policy Branch (HQ AETC/DOVP).

2.3.6. Share experiences with advanced instructional technologies with other Air Force units.

2.3.7. Appoint appropriate representatives to serve on:

•Training Planning Teams (TPT).

•Utilization and Training Workshops (U and TWs).

•Specialty Training Standard (STS) reviews.

•Course Training Standard (CTS) reviews.

2.4. AETC Additional Responsibilities.

2.4.1. Prepare Air Force ISD publications directed by Headquarters United States Air Force, Deputy Chief of Staff, Personnel, Directorate of Personnel Programs, Education and Training Program Division (HQ USAF/DPPE).

2.4.2. Distribute ISD-related information as requested and help other MAJCOMs and FOAs get ISD-related information.

2.4.3. Train personnel in the ISD process.

2.4.4. Evaluate new training technologies and determine their application to Air Force training programs.

2.4.5. Ensure all education and training development organizations will review proposed system acquisition or modification programs to ensure that personnel use the ISD process properly to decide upon the mix, quantity, and sophistication of training equipment, and use of technology to deliver effective and cost effective courseware.

2.4.6. Coordinate with Air Force Career Field Manager (AFCFM), MAJCOM, and FOAs to ensure the most cost-effective mix of resident, correspondence, field, unit, contract, and other agency training across entire career ladders.

2.4.7. Plan, program, and budget resources for training requirements in the system training plans for AETC acquisitions.

2.4.8. Collect, analyze, and update job data concerning:

•Air Force specialties.

•Civilian occupational series.

•Weapon systems.

2.4.9. Collect and disseminate information on the uses of and experiences with training technologies to all MAJCOMs.

2.4.10. HQ AETC/XPRT is responsible for maintaining a list of organizations that develop Interactive Courseware (ICW) for each MAJCOM, and submits an annual report on ICW entries/records into Defense Instructional Technology Information System (DITIS), RCS: HAF-DPP(A)9703. *"This report is designated emergency status code C3. Continue reporting during emergency conditions, delayed precedence. Submit data requirements as prescribed, but they may be delayed to allow the submission of higher precedence reports. Submit by nonelectronic means, if possible."* Submit a copy of the report to HQ AF/DPPE each October. The report should include:

•List of organizations that develop ICW by base, address, poc, phone, and fax.

•Type software and hardware.

•Course number.

•Title.

•Course length.

•Users of training, by AF Officer, AF Enlisted, AF Civilian, ANG/AFRES, Army, Navy, and DoD.

2.5. Interactive Courseware (ICW) Developer Responsibilities. A training group or contractor may develop resident or non-resident ICW training to include ICW for CDCs. Design this courseware as a

type of computer controlled training where the learning experience is based on the interaction between the student and the computer system. ICW elements will ensure all ICW CDCs are coordinated with CADRE/ EOECT (ECI).

2.5.1. Use DoDI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military* Training, March 14, 1991, with change 1, for developing and managing ICW.

2.5.2. Before developing an ICW program, query DITIS to determine if existing products meet or can be modified to meet training requirements.

2.5.3. An ICW element may develop ICW or monitor the contractor development of ICW. Use AFH 36-2235 to determine whether in-house development or contractor developed ICW is the most appropriate. All costs for courseware development and implementation will be maintained in the ISD Course documentation file.

2.5.3.1. All procurement of ICW will be conducted through the contracting office. If development will be placed on a new contract, publish a notice of a proposed procurement in the Commerce Business Daily (CBD) under "Training Services" or "Training Aids and Devices."

2.5.3.1.1. List the contract award in the CBD under the same section used to identify the proposed procurement.

2.5.3.1.2. Identify:

•The control title.

•The contractor name.

•The total cost.

2.5.3.2. If courseware is developed in-house, identify and maintain in-house courseware file:

2.5.3.2.1. Development costs - labor, equipment, software, and developer training required for the specific project.

2.5.3.2.2. Implementation costs - media production (CD-ROM or laser disc pressing), printed support materials, training for instructors, courseware administrators, etc. for the specific project.

2.5.3.2.3. Maintenance costs - changes or revisions to courseware or supporting media including labor or media production or replacement.

2.5.4. Ensure all ICW information is added to the DITIS whether developed in-house or by a contractor.

NOTE:

See AFH 36-2235, Volume 5, *Interactive Courseware (ICW) Design, Development, and Management Guide*, for specific guidance.

2.5.5. Consider the procedures and technical requirements of MIL-STD-1379D, *Military Training Programs*.

2.5.5.1. Do not agree to pay royalties, recurring license, or run time fees, use tax, or similar additional payments for courseware and associated presentation programs necessary to interpret and execute the instructional material.

2.5.6. Consider the procedures and requirements of MIL-STD-498, *Defense System Software Development*, when preparing lessons in a programming language.

2.5.6.1. Programs that a courseware developer generates with an authoring tool are excluded from this requirement.

2.5.7. Obtain unlimited or government purpose rights for developed courseware and associated presentation programs.

2.5.8. Follow the procedures of DoD Directive (DoDD) 5040.2, *Visual Information*.

(IV) December 7, 1987, with change 1, on visual information for interactive videodisk or any other ICW development where 50 percent or more of acquisition cost is for audiovisual or visual information production.

2.5.9. Develop or acquire "logistics support packages" and documentation to help operate and maintain all ICW programs in accordance with DoDD 5000.1, *Defense Acquisition* (includes DoDR 5000.2), March 1996.

2.5.10. Conduct training system requirement and media selection analysis and document the work in accordance with DoDD 1322.18, *Military Training*, January 9, 1987, with change 1 and MIL-STD-498.

2.5.11. Validate ICW in an actual training environment.

2.5.12. Conduct training effectiveness evaluations and document them in accordance with MIL-STD-498.

2.5.12.1. Identify the lessons learned and the extent to which personnel have met training objectives and performance goals.

Chapter 3

EDUCATION AND TRAINING (E AND T)

Section 3A—Managing Air Force Training

3.1. General. The purpose of education and training is to ensure each individual is prepared to meet Air Force mission requirements. Life-cycle training programs for the total force are developed using a continuous learning concept. The primary training tool for ensuring that specialties across-the-board are prepared to meet mission challenges is the Career Field Education and Training Plan (CFETP). The CFETP identifies education and training requirements for every career field and serves as a road-map for career progression.

3.2. Enlisted Personnel Skills Training Requirements. Enlisted personnel must complete all mandatory training requirements as outlined in this AFI, AFMAN 36-2108, *Airmen Classification*, and the applicable CFETP for award of the 3-,5-,7-, and 9-skill levels. The following outlines the minimum requirements for award of these skill levels:

3.2.1. Apprentice. Complete a resident initial skills training course for award of the 3-skill level. Retraining into a similar AFSC or shred may be accomplished via OJT alone only when specified in the retraining instructions as approved by the respective AFCFM. Personnel retraining via OJT may be awarded 3-skill level when the following are met: complete a minimum of three month apprenticeship period, complete knowledge training on all tasks taught in the initial skills course, complete duty position requirements identified by the supervisor and all other mandatory requirements.

3.2.2. Journeyman. Complete 3 month apprenticeship period; complete mandatory Career Development Courses (CDC), if available, all core tasks identified in the CFETP and other duty position tasks identified by the supervisor. They must also complete an additional 12 months in upgrade training (UGT), and acquire the rank of senior airman for award of the 5-skill level. Individuals in retraining status (TSC 'F') must complete a minimum of 6 months in upgrade training.

3.2.3. Craftsman. Be a staff sergeant, complete the mandatory CDCs, if available, all core tasks identified in the CFETP and other duty position tasks identified by the supervisor. They must also complete a minimum of 12 months in UGT prior to attending the 7-skill level Craftsman Course (if available) and for award of the 7-skill level individuals must complete a minimum of 18 months. Individuals in retraining status (TSC 'G') must complete a minimum of 6 months and 12 months respectively.

3.2.4. Superintendent. Be a senior master sergeant, and complete the Senior NCO Academy, in residence, for award of the 9 skill-level.

3.2.5. ANG/AFRES Headquarters-Level Functional Managers (FM). Have waiver authority for mandatory training requirements equivalent to that of Air Force Career Field Managers (AFCFM). Waivers will be reviewed for approval/disapproval on a case-by-case basis. This includes education requirements such as prerequisite AFSCs, initial skills courses (if the individual has equivalent skills through civilian experience or education), upgrade time requirements for the 5- and 7-skill level and 7-skill level courses.

NOTE:

Waiver authority for ANG and AFRES attendance at the entry level (3-skill level) Basic Firefighting Course taught at Goodfellow AFB, TX will remain with HQ AFCESA/CEXF.

3.2.5. (AFRC) Waiver authority includes Individual Mobilization Augmentee (IMA) personnel.

3.2.6. HQ AFPC. May waive 3-skill level schools for individuals required to retrain under special circumstances (e.g., Exceptional Family Member Program (EFMP), Humanitarian Assignment, AFSC Disqualification) when attendance would incur undue hardship on the retrainee. These cases should be rare and fully substantiated.

3.2.6. (AFRC) Not applicable to AFRC.

3.3. Officer Skills Training Requirements.

3.3.1. Completes initial skills training course within 6 months of entering active duty. (NA for ANG/ AFRES).

3.3.2. Completes training requirements in the CFETP (if required) or the Officer Professional Development Plan.

3.3.3. Completes advanced or supplemental education/training courses as required by the AFCFM.

3.4. General Responsibilities for Managing Education and Training.

3.4.1. HQ USAF/DPPE:

3.4.1.1. Develops and oversees education and training policy for the following programs:

Officer and enlisted professional military education (PME).

•Graduate education.

•Professional continuing education (PCE).

•Voluntary education program.

•Formal technical training.

•Ancillary training.

3.4.1.2. AF Liaison for Basic Military Training (BMT).

3.4.1.3. Advises AFCFMs on training processes and procedures for their assigned AFSs.

3.4.2. HQ USAF/DPXP serves as the office of primary responsibility (OPR) for the determination of the number of active duty enlisted Trained Personnel Requirements (TPR) by:

•Computing 3-skill level TPRs by AFSC, by FY.

•Computing 7-skill level TPRs by AFSC, by FY.

•Determining retraining objectives by AFSC, by FY.

3.4.3. HQ USAF, Assistant Chief of Staff, Intelligence, Directorate of Plans, Policy, and Evaluation (HQ USAF/INXF):

3.4.3.1. Establishes policies and programs resources for intelligence training programs.

3.4.3.2. Ensures that the programs comply with Air Force training policy and DoD intelligence directives.

3.4.3.3. Acts as intelligence FM between service training establishments and national and DoD intelligence organizations.

3.4.3.4. Represents Air Force interests on intelligence training councils and associated committees.

3.4.3.5. Acts as Air Force Service Program Manager (SPM) for the Defense Foreign Language Program.

3.4.4. AFCFMs:

3.4.4.1. Determine training needs, requirements, and resources.

3.4.4.2. Approve manual/automated products for training documentation (i.e., 6 part training folder).

3.4.4.3. Approve/disapprove individual requests for waiver to mandatory training requirements for their respective specialty. For ANG/AFRES components waiver authority is HQ Air National Guard and HQ Air Force Reserve FMs.

3.4.4.4. Compile and report Training Waiver Statistics (RCS: HAF-DPP(SA)9704) to HQ USAF/ DPPE by 15 Apr and 15 Oct. This requirement also applies to ANG/AFRES. "*This report is designated emergency status code C3. Continue reporting during emergency conditions, delayed precedence. Submit data requirements as prescribed, but they may be delayed to allow the submission of higher precedence reports. Submit by nonelectronic means, if possible.*" As a minimum, provide statistics on:

- Type of waiver: 3-level course breakdown (prior education; prior training and experience; similar AFSC in sister service; dissimilar AFSC in sister service and overall total); CDCs; upgrade training time requirements (by skill level and overall totals); 7-level courses; trainer course; certifier course; partial course waivers; ASVAB; PME; and others; plus overall totals).
- Number of people in training or requiring training.
- Number of waivers processed.
- Number of waivers approved.
- Percent approved.

3.4.4.5. Ensure CFETPs are completed and conform to required guidance for format, standardization and publication. Refer to AFMAN 36-2245, *Managing Career Field Education and Training*, for specific guidance.

3.4.4.6. Establish, through AETC, AFMC, AIA, and USAFSIA, training programs for their career field.

3.4.4.7. Determine distribution of training documents, such as CFETPs, AFJQSs, etc.

3.4.4.8. Ensure formal training requests are processed according to the AFCAT 36-2223, *USAF Formal Schools Catalog.*

3.4.4.9. AFCFMs and ANG/AFRES FMs will coordinate with each other regarding major issues affecting the functional community to ensure training consistency and quality.

3.4.5. HQ AFPC/DPPAT:

•Implements policy guidance.

•Manages operations necessary to support the specialty training program.

•Provides policy clarification and interpretation when requested by subordinate units.

•Coordinates policy changes through appropriate MAJCOMs.

3.4.6. HQ AETC, AFMC, AIA, and USAFSIA will program, manage, develop, conduct and evaluate training to support specialty qualification requirements:

•Initial skills, advanced, and supplemental technical training.

•Extension courses by CADRE/EDE.

3.4.7. MAJCOM, FOAs, DRUs, ANG, and AFRES FMs:

•Provide for, implement, and manage career field training programs within their area of responsibility.

•Provide guidance and policy interpretation for subordinate units.

Section 3B—Career Field Education and Training Plans

3.5. General. CFETPs are the primary documents for training which identify life-cycle education and training requirements. They serve as a road map for career progression and outline requirements that must be satisfied at critical career phase points. They also specify the mandatory task qualification requirements for award and maintenance of AFSCs. CFETPs assist individuals in the E and T chain to plan, conduct evaluate and document training. (For a brief description of CFETP contents see **Attachment 2**)

3.5.1. Strategy. The functional and training communities conduct Utilization and Training Workshops to develop and review training programs within an Air Force Specialty (AFS) and revise any existing documents for effective life-cycle training and maximize utilization of personnel. (Specific guidance regarding U and TWs and CFETP development may be found in AFMAN 36-2245.)

3.5.1.1. Develop officer CFETPs only when the applicable Officer Career Development Plan does not adequately identify training needs.

3.5.1.2. Develop CFETPs for Special Duty Identifiers (SDIs) and Reporting Identifiers (RDIs) if required by the AFCFM.

3.5.1.3. Recommending changes to a CFETP. Individuals with changes, additions or deletions to a published CFETP will forward their recommendations to the MAJCOM FM who will review and forward the recommendation to the AFCFM.

3.5.2. Air Force Job Qualification Standards (AFJQS). Career field managers issue AFJQSs as Air Force specialized publications. AFJQSs are developed for unique weapons systems and equipment. They supplement the CFETP, Part II, by outlining specific skill and task requirements.

3.5.2.1. Career field managers should attempt to combine AFJQSs into a single CFETP to identify all mandatory training requirements in a single document, when possible. If a career field has

numerous AFJQSs, it may be impractical to combine them within the CFETP. AFCFMs determine which documents should be used.

3.6. General Responsibilities.

3.6.1. HQ USAF/DPPE establishes overall training program policy and provides AF-level guidance.

3.6.2. AFCFMs: Conduct U and TWs to include:

3.6.2.1. Identifying issues and establishing an agenda.

3.6.2.2. Determining participants, a time frame, and location.

3.6.2.3. Determining additional staffing requirements.

3.6.2.4. Ensuring minutes are prepared and distributed.

3.6.2.5. Monitoring status of action items.

3.6.2.6. Developing a CFETP for effective, efficient life-cycle training at appropriate points throughout a career path and ensure that the Air Force properly uses personnel within a specialty or series.

3.6.2.7. Annually reviews CFETPs and AFJQSs for revision.

NOTE:

Refer to AFMAN 36-2245, for specific instructions for conducting U and TWs.

3.6.3. SAF/AADP announces, publishes, and makes CFETPs available for order and controls reprints.

3.6.4. AETC:

3.6.4.1. Prepares, distributes, and briefs pertinent information at the U and TWs such as, Occupational Survey Reports (OSR), Graduate Assessment Survey (GAS) Data, Field Evaluation Questionnaire Summaries, trend analyses and other feedback methods.

3.6.4.2. Makes training recommendations based on available resources.

3.6.4.3. Documents all training requirements.

3.6.4.4. Works along with AFCFM to ensure training meets specialty requirements.

3.6.4.5. Hosts U and TWs convened at AETC installations to support AFCFMs.

3.6.4.6. Develops the initial CFETP or recommends a new or revised CFETP based on internal or external training evaluation and feedback.

3.6.4.7. Prepares the final CFETP for publication after coordination and AFCFM approval.

3.6.4.8. Some CFETPs require support from commands or Air Force activities other than AETC. These activities develop, coordinate, and publish CFETPs according to paragraphs the guidelines in this regulation and AFMAN 36-2245.

3.6.4.9. Compiles, updates, and submits AFIND 8, *Numerical Index of Specialized Education and Training Publications,* for publication.

3.6.4.10. Provides interim index information to SAF/AADD for publication in the Air Force Publication Bulletin (PB).

3.6.4.11. Uses the TIDES template to format and standardize CFETPs.

3.6.4.12. Work with AFCFMs to annually review CFETPs.

3.6.4.13. Provides AFCFMs with information identifying and justifying unfunded training resource requirements, such as; resource impact statements, U and TW minutes, and other applicable meeting minutes.

3.6.5. MAJCOM FMs:

3.6.5.1. Serve as the command representative at the U and TW.

3.6.5.2. Provide the command position on agenda items.

3.6.5.3. Annually review each CFETP that the command uses.

3.6.5.4. Report inadequacies through channels to the AFCFM at least 45 days before the anniversary date of the CFETP date (as printed in the upper left corner of the CFETP).

3.6.5.5. Ensure that the CFETP supports the AFS.

3.6.5.6. Add command-unique requirements to the CFETP as attachments, if required.

3.6.5.7. Review draft CFETPs to ensure that the documents clearly state total user-command mission requirements (peacetime, readiness, and contingency).

3.6.5.8. Provide recommended changes and supporting rationale to the AFCFM.

Chapter 4

ON-THE-JOB TRAINING (OJT) RESPONSIBILITIES

4.1. General. OJT is part of the life-cycle education and training system that ensures each individual is qualified to perform the specific duties and tasks of their job. It uses a combination of formal classroom instruction and on-the job, hands-on training to qualify and upgrade personnel in each skill level of a specialty.

4.1.1. Scope. OJT is designed to produce highly competent people in minimum time. The success of the program depends on all education and training levels understanding their roles and responsibilities and being actively involved in the process. The program, as a minimum must:

•Support the organization's mission.

•Focus on what personnel need to know to do their jobs.

•Ensure all individuals have the resources to meet training requirements and have the opportunity to attend training.

•Provide effective program management and evaluation.

4.2. General Responsibilities for OJT.

4.2.1. HQ USAF/DPPE.

•Provides AFCFMs, MAJCOM, FOA, DRUs, ANG, and AFRES training managers with training program policy and guidance and assistance as necessary.

•Advise inspection and evaluation agencies of current training policy.

4.3. Air Force Career Field Manager (AFCFM) Responsibilities.

4.3.1. Determines training requirements and ensures implementation of training programs for assigned career fields.

4.3.1.1. Determines minimum equal access requirements for training material provided by electronic media.

4.3.1.2. Establishes and maintains through AETC mandatory 3/5/7-skill level technical and career training and career development courses (CDC) for award of the respective career field skill levels.

4.3.2. Monitors career field training evaluation activities to ensure that airmen in assigned specialties meet qualification requirements.

4.3.3. Coordinates OJT documentation deviations (such as AF Form 623 exceptions, alternatives, and automation for the assigned specialties) with MAJCOMs, FOAs, DRUs, and HQ AFPC/DPPAT.

4.3.4. Notifies Extension Course Institute Curriculum Control Branch (CADRE/EDECA) and HQ AFPC/DPPAT when activating and deactivating CDCs so that CADRE/EDECA and HQ AFPC/DPPAT can promptly submit UGT requirements to field units.

4.3.5. Coordinate draft CFETPs/AFJQSs with MAJCOM FMs.

4.4. HQ AF Personnel Center/Personnel Development (AFPCDPPAT) Responsibilities.

•Implements Air Force OJT program policy.

•Develops, coordinates, and distributes instructions, procedures, OJT guides, and materials.

•Communicates lessons learned, and innovations in training.

•Coordinates with the MAJCOMs on matters relating to AF training policy and guidance.

•Monitors training technology developments and advises HQ USAF/DPPE of OJT applications.

•Advises HQ USAF/DPPE on OJT program and AFSC 3S2X1 career field issues.

4.4.1. Assists AFCFMs, MAJCOM, and FOA training managers in conducting OJT programs.

4.4.2. Advises inspection and evaluation agencies on policy interpretation of training policy and OJT procedures.

4.4.3. Draft and forwards AF training manuals to appropriate agencies for review.

4.4.3.1. Reviews and makes recommendations to the OPR for draft Air Force, MAJCOM, FOA, DRU publications affecting Air Force OJT policies, instructions, or procedures.

4.4.3.2. Coordinates indexes affecting upgrade and qualification training.

4.4.4. Monitors the Air Force OJT program reviewing inspection and evaluation reports and assesses OJT program trends, effectiveness, and efficiency.

4.4.5. Conducts meetings and visits to address program issues, requirements and implement corrective measures.

4.4.6. Evaluates training and automation technologies and products for OJT applications.

4.4.7. Serves as OPR for Personnel Data System (PDS)/Personnel Concept (PC)-III functions associated with OJT.

4.4.7.1. Develops, evaluates, and implements system changes.

4.4.7.2. Authors and provides instructions for unit and base level users of PDS and PC-III functions associated with OJT.

4.4.8. Provides HQ USAF/DPPE OJT Status Reports, monthly (RCS: HAF-DPP(M)9705, *On-the-Job Training Statistics*). *"This report is designated emergency status code C3. Continue reporting during emergency conditions, delayed precedence. Submit data requirements as prescribed, but they may be delayed to allow the submission of higher precedence reports. Submit by nonelectronic means, if possible."* As a minimum, provide statistics on:

•Upgrade training.

•Eligible personnel not in training.

•Qualification training.

•Readiness.

•DoD assessment data.

4.5. HQ AETC.

4.5.1. Manages and provides formal training in support of OJT to include: initial skills, advanced skills, supplemental and qualification technical training, Job Site Training, and Extension courses by CADRE.

4.6. MAJCOM, FOA, DRU, and ANG/AFRES Education and Training Manager.

4.6.1. Serve as the MAJCOM OPR for OJT by implementing, managing, and interpreting training policy and programs that support MAJCOM mission requirements and Air Force OJT. When issues cannot be resolved at the MAJCOM level they will be elevated to HQ AFPC/DPPAT level and HQ USAF/DPPE level respectively, for resolution.

4.6.2. Oversee command training issues, to include:

•OJT policy clarification and interpretation.

•Coordinating with outside activities.

•Serving as command training advisor.

•Recommending cost-effective training methods to meet specialty qualification and skill-level requirements.

•Maintaining necessary OJT publications, references, and materials.

•Analyzing MAJCOM training data for trends and recommend corrective action.

4.6.3. Coordinate policy and program changes with:

•Supported bases.

•Command FMs and training providers.

•Air Education and Training Command Technical Training (AETC/DO).

•AFPC/DPPAT for all Training related Instructions/Manuals to ensure they do not conflict with AF policies.

4.6.3.1. Review and coordinate draft MAJCOM and supported-base training publications and supplements with OPRs and HQ AFPC/DPPAT.

4.6.4. Respond to supported base and command FM requests for OJT support.

4.6.4.1. Develop material to support the OJT program, as necessary.

4.6.4.2. Work with command FMs to resolve a lack of training capability or trainer/task certifier availability and make recommendations to the MAJCOM Director of Personnel (DP).

4.6.5. Coordinate base training feedback with command functional training managers and training providers and HQ AETC/DO.

4.6.5.1. Monitor corrective actions for training deficiencies.

4.6.6. Serve as the MAJCOM POC for HQ AETC's external evaluation programs.

4.6.7. Assist MAJCOM inspection and evaluation activities on current training policy and define criteria for evaluating qualifications.

4.6.7.1. Review inspection results and coordinate corrective actions.

4.6.8. Review requests for withdrawal (including case files) from training, AFSC downgrade or withdrawal, and waivers to specialty qualifications with the MAJCOM FM. Refer to AFI 36-2101, *Clas-*

sifying Military Personnel (Officers and Airmen), classification tables. Not applicable to ANG/ AFRES personnel.

4.6.9. Review 3S2X1 retraining applications and make appropriate recommendations to the MAJ-COM retraining office. Not applicable to ANG/AFRES personnel.

4.6.9.1. Review base training meeting minutes and staff assistance visits and recommend improvements in effectiveness and content to the base training manager.

4.6.9.2. Compiles and reports semi-annual statistics to HQ USAF/DPPE by the 15th of Apr and Oct on CDC course failures and reactivations (RCS: HAF-DPP(M)9706). *"This report is designated emergency status code C3. Continue reporting during emergency conditions, delayed precedence. Submit data requirements as prescribed, but they may be delayed to allow the submission of higher precedence reports. Submit by nonelectronic means, if possible."* As a minimum, include the following:

•Number CDC failures, by course number and overall totals.

•Number of CDCs waived.

•Number of CDC reactivations over 90 days, number under 90 days, and overall totals.

4.7. MAJCOM, FOA, DRU, ANG, and USAFR FM.

4.7.1. Develop requirements, implement, and manage career field training programs for assigned specialties.

4.7.1.1. Provide or coordinate training as necessary to support ARC personnel.

4.7.1.2. Provide recommendations to the AFCFM and MAJCOM education and training managers on OJT policy and documentation requirements.

4.7.1.3. MAJCOMs developing AFJQSs will coordinate with the AFCFM and other MAJCOMs they affect before publishing. The AFCFM approves AFJQSs for publication.

4.7.2. As needed, coordinate training feedback from supported units with the MAJCOM training manager, appropriate training agency, and AFCFM.

4.7.3. Monitor supported unit OJT to ensure that qualifications and skill level upgrade requirements meet MAJCOM priorities.

4.7.3.1. Establish additional quality controls, as necessary.

4.7.3.1.1. Respond to supported base requests for OJT.

4.7.3.1.2. Compile and provide AFSC training statistics as requested by the AFCFM.

4.7.4. Assist MAJCOM inspection and evaluation activities and identify priority qualification requirements and standards.

4.7.4.1. Ensure that personnel include training on wartime tasks in MAJCOM exercises.

4.7.5. Ensure Mission Readiness Training Program (MRTP) and mobile training resources for their respective specialty reflect MAJCOM mission priorities.

4.7.6. Review respective specialty retraining applications and make recommendations to the MAJ-COM retraining office.

4.8. Base Education and Training Manager.

4.8.1. Serves as the base OPR for OJT by implementing and managing OJT policy and procedures.

4.8.1.1. The base training manager duties should not include duties of the unit training manager or additional duties that detract from their primary responsibilities.

4.8.2. Serves as the base training adviser by advising commanders, unit personnel, and training activities on ways to improve their OJT programs and recommending cost-effective methods to meet specialty qualification and skill level upgrade requirements.

4.8.3. Receives AETC Form 156, Student Record of Training, on each initial skills training graduate being assigned to the base and forward them through the unit commander to the immediate supervisor.

4.8.4. Assists unit personnel in training others to do mission jobs by:

4.8.4.1. Helping to develop effective OJT planning, scheduling, managing, evaluating, and documenting functions that support unit operations, mission priorities, and CFETP requirements.

4.8.4.2. Conducting staff assistance visits annually (18 Months for AFRES/ANG Units) on the unit education and training manager or additional duty training manager's responsibilities and submit a written report to the unit commander with an information copy to the command training manager. When tenant units are visited, provide an information copy to the appropriate command training manager. Units with IMAs assigned must also provide a courtesy copy to HQ ARPC.

4.8.4.2. (AFRC) During unit staff assistance visits, review a minimum of 10 percent of AFRC Forms 56 in unit training records for those individuals upgraded during the past 18 months or since last wing SAV to ensure form is filed in the training record. Include status of AFRC Forms 56 in written report. Send information copy of SAV to HQ AFRC/DPTS. Not applicable to SNCOs who have completed upgrade training.

4.8.4.3. Administering the "Air Force Training Course" program, training personnel to teach this course, and instructing the course as required. ***Note: AFSC 3S2X1 (Education and Training) personnel, and other qualified instructors from other AFSCs may teach these courses.***

4.8.5. Coordinates OJT policy and program changes with installation commanders, supported units, and MAJCOM training managers.

4.8.5.1. Reviewing and coordinating base-and unit-level training publications, supplements, and operating instructions, making recommendations to the OPRs, and coordinating with appropriate MAJCOM training managers.

4.8.6. Responds to requests for support OJT by identifying training resources and coordinating assistance for supported units with other base or local units, training providers, MAJCOM training managers, and contingency program OPRs to help incorporate wartime requirements into base and unit exercises.

4.8.6.1. Obtaining (as needed):

•Training publications.

•References.

•Standards.

•Materials.

•Job site training and courseware.

•Proficiency and knowledge assessment tools.

4.8.6.2. Help resolve problems and bring unresolved issues to installation commanders or MAJ-COM training managers.

4.8.7. Serves as the base POC for training feedback and external training evaluations and surveys by:

•Coordinating support in response to unit training feedback.

•Forwarding feedback that personnel provide to command training managers.

•Monitoring corrective actions.

4.8.8. Serves as the base POC for the Occupational Survey Program.

4.8.9. Serves as the base AFSC 3S2X1 FM by (not applicable to ANG/AFRES unless indicated):

•Ensuring that unit training managers and additional duty training managers are trained and quali-fied (applicable to ANG/AFRES).

•Supporting unit training programs that help meet mission requirements (applicable to ANG/AFRES).

•Coordinating AFSC 3S2X1 retrainee applications.

•Interviewing prospective AFSC 3S2X1 retrainees.

•Ensuring the maintenance, and education services managers if available, also interview each potential AFSC 3S2X1 retrainee applicant.

•Determining where AFSC 3S2X1 resources are assigned based on mission requirements.

4.8.10. Conducts base training manager meetings at least quarterly. Develop meeting minutes and provide copies to supported units and MAJCOM training managers.

4.8.11. Assigns and coordinates training status code (TSC) to identify, change and manage airman qualification and skill level upgrade.

4.8.11. (AFRC) Reviews completed AFRC Form 56, Upgrade Training Documentation Checklist, and ensures proper unit coordination prior to upgrade action. Returns AFRC Form 56 to unit educa-tion and training manager. AFRC Form 56 is not applicable to the 1AXXX career field.

4.8.11.1. For Units without PC-III. Provide OJT Rosters, coordinate AF Form 2096, **Classifica-tion/On-The-Job Training Action**, update TSC changes in the personnel data system (PDS). Order CDCs and Course Examinations, process course extensions (must be done by the losing base prior to departure), and process change of address for incoming personnel.

4.8.12. Base training managers serve as test control officers for mandatory CDC course examinations (CE).

4.8.13. Analyze training data for trends, advise the installation commander, and coordinate corrective actions. Send a copy of trend data to the wing CC and parent MAJCOM training manager for the fol-lowing:

•Upgrade Training.

•Qualification Training.

•CDC Pass Rates/one-time and two-time.

•CDC deactivations/reactivations.

•Waivers based on two-time CDC failures.

4.9. Unit Commander Responbilities.

4.9.1. Unit commanders are the key to a successful program. They should emphasize to all levels of supervision the importance of training. They must generate personnel motivation, enthusiasm and fulfillment through understanding what the job is, provide proper training, and make the tools available to do the job. Commanders should, as a minimum:

•Make training a CC priority.

•Require unit training manager to schedule regular training briefings to CC.

•Require training assessment meetings.

•Require comprehensive training plans and establish training evaluation methods when needed.

•Visit work areas regularly to assess level of training.

4.9.1.1. Ensure support personnel fulfill their responsibilities for producing highly skilled, and motivated airmen by:

4.9.1.2. Appoint unit Education and Training managers (ETM), 3S2X1s, to authorized positions to manage the unit OJT program and keep commander abreast of training issues.

•If no 3S2X1 is assigned, appoint an additional duty training manager in writing and forward a copy of the appointment letter to the base training manager.

•Have ETM work directly for unit CC unless mission needs dictate otherwise.

•Add ETM to the unit's in/out processing checklist.

•Ensure unit ETM's duties do not include other additional duties that detract from their responsibilities.

4.9.1.3. Ensuring supervisors and ETMs plan and schedule OJT according to operational requirements, training availability, and opportunity.

4.9.1.4. Ensuring supervisors identify position (wartime and peacetime) qualification and skill-level upgrade requirements for the work center and assigned individuals.

4.9.1.5. Designate trainers and certifiers, in writing, and ensure they meet the following requirements:

Trainers:

•Recommended by supervisor.

•Qualified and certified to perform the task to be trained.

•Have attended a formal trainers course.

Certifiers:

•At least a SSgt with a 5-skill level or civilian equivalent.

•Are someone other than the trainer.

•Are qualified and certified to perform the task being certified.

•Have attended a formal certifier course.

EXCEPTIONS:

4.9.1.6. Trainers may sign off trainees records on non-core, non-critical tasks by initialing the trainer's column.

4.9.1.7. For positions, units, and/or shops with unique training, standardization, and certification requirements (e.g., space ops/missile maintenance shops, maintenance training/AETC instructor, air traffic controllers, aircrew standardization flight examiners, load masters, fire fighters) the already approved and established procedures for quality training and certification apply.

4.9.1.8. Individuals who have attended a formal instructor qualification course and are currently performing duties as instructors, regardless of AFSC, are not required to complete the Air Force Training Course. These individuals can perform trainer and/or certifier duties as designated above.

4.9.1.9. For AFSCs without a 5-skill level, a 3-level who meets all other requirements may act as a certifier.

4.9.1.10. In "one-person shops", any person qualified to perform the task, regardless of rank, who has completed certifier's training can certify regardless of AFSC. EXAMPLE: The trainer, supervisor, OIC, or commander can be the certifier as can any qualified certifier from the unit, base, or local area. The trainee's commander must still designate the certifier in writing and ensure that supervisors document initial evaluations.

4.9.1.11. Ensuring supervisors and ETMs develop a Master Task Listing (MTL) for each work center to ensure 100 percent task coverage.

4.9.1.12. (Added-AFRC) Unit Commander, or designated representative identified in writing to Base Education and Training office, approves AFRC Form 56 prior to authorizing upgrade action.

4.9.2. Ensure tools are available to accomplish OJT and that training is properly documented:

4.9.2.1. CFETPs are used to manage training and that achievement of skills and knowledge are properly documented.

4.9.2.2. Unit personnel identify and schedule formal training requirements in accordance with mission priorities.

4.9.2.3. The CDC Program is managed effectively to minimize failures, extensions, non-completions and reactivations (refer to **Attachment 3**).

4.9.2.4. Ensure effective program management and evaluation:

4.9.2.4.1. Ensuring a process exists by which unit personnel provide training feedback to unit ETMs and command FMs.

4.9.2.4.2. Seeking assistance for unit ETMs as needed.

4.9.2.4.3. Unit personnel conduct remedial training.

4.9.2.4.4. Withdrawing airmen from training and placing them in "TSC 'T'" when they fail to progress in training, i.e., CDC failure, non-completion, or 7-skill level school failure (refer to **Attachment 4** for additional guidance).

4.9.3. Ensure that the unit education and training manager:

•Trains unit personnel to perform OJT responsibilities.

•Helps resolve unit training problems.

4.9.4. When necessary, request help with these tasks from the base training manager.

4.9.5. Ensure that supervisors conduct and document initial evaluations within the first 90 days of assignment to determine and brief trainees on:

•Airmen qualifications.

•OJT requirements.

•Formal training requirements.

•Responsibilities.

•Career Development Course requirements.

4.10. Unit Education and Training Manager.

4.10.1. Serves as the unit training advisor by implementing, clarifying, coordinating, and managing OJT policies and procedures.

4.10.2. Learns the mission of the unit and how each work center contributes to mission requirements.

4.10.2.1. Recommends to the unit commander and supervisors ways to:

•Satisfy specialty qualification and skill-level upgrade requirements.

•Improve OJT.

•Integrate training into day-to-day operations.

4.10.2.2. Attends training and meets CFETP requirements necessary to perform duties.

4.10.3. Coordinates policy and program changes and unit training publications, supplements, and operating instructions with work centers, unit commander, and base education and training manager (or maintenance training, as appropriate).

4.10.4. Responds to requests for OJT support, to include wartime tasks.

4.10.4.1. Advises and assists commanders, supervisors, trainers, and trainees fulfill their training duties.

4.10.4.2. Identifies training resources and coordinate training for supported work centers with other units, base education and training manager, and training providers.

4.10.4.3. As needed, procures:

•Training references, publications, standards, and materials.

•Job site training courses and courseware.

•Skill and knowledge assessment tools.

4.10.4.4. Develops materials to support OJT.

4.10.4.5. Requests help from the base education and training manager to develop effective unit training.

4.10.5. Assists unit personnel in identifying and obtaining Mission Readiness Training (MRT) and other formal training.

4.10.5.1. Screens requests, compares requirements against airman qualifications and the unit mission, and prioritizes needs.

4.10.5.2. As appropriate, coordinates requests with:

•The unit commander.

•Base classification and training (Personnel Employment).

•The base education and training manager.

•The MAJCOM FM.

4.10.6. Trains unit personnel or coordinates training with the base training manager to ensure that personnel can perform their OJT responsibilities.

4.10.6.1. Instructs and administers the Air Force Training Course for the unit. If ETM is not a 3S2X1 or qualified instructor, contacts base training office for assistance.

4.10.7. Coordinates training of wartime tasks, as required with:

•The unit commander.

•The base education and training manager.

•Supervisors.

•Contingency OPRs.

4.10.8. Submits training feedback to the base education and training manager and coordinates support to offset deficiencies.

4.10.8.1. Monitors corrective action and informs the commander of the status of corrections.

4.10.8.2. Serves as the unit POC for field evaluations and surveys involving feedback on formal training courses.

4.10.9. Ensures that work centers:

•Meet CFETP requirements, duty and skill-level upgrade requirements utilizing a Master Task Listing (MTL).

•Conduct initial airman evaluation within 90 days of assignment.

•Plan and schedule training.

•Manage testing.

•Evaluate qualifications before certification.

•Document OJT.

4.10.10. Conducts unit training meetings at least quarterly.

4.10.10.1. Prepares meeting agenda/minutes and distributes to unit work centers. Provides an information copy to the base training manager.

4.10.10.2. Attends base training meetings.

4.10.11. Uses TSCs to identify and manage airman qualification and skill level UGT.

4.10.11.1. Assists and advises supervisors and commander on training status changes.

4.10.11.2. Coordinates TSC changes and/or AF Forms 2096 with base education and training manager, supervisors, and the unit commander.

4.10.11.3. Updates OJT rosters (For AFRES/ANG: update monthly and forward information copy to Base Training).

4.10.11.4. (Added-AFRC) Is the office of primary responsibility for ensuring AFRC Form 56 is accomplished prior to coordinating on trainees upgrade action. Reviews trainees OJT record for compliance and AFRC Form 56 for accuracy. Coordinates on AFRC Form 56 and forwards to unit commander or designated representative for approval. Forwards AFRC Form 56 to Base Education and Training office at time of upgrade action.

4.10.12. Manages the career development course (CDC) program for the unit IAW **Attachment 3**.

•Briefs supervisor and trainee on their responsibilities.

•Monitors progress and ensure courses are completed within specified time limits.

•Ensures a process is established to track volume completion.

•Interviews personnel upon PCS/PCA to unit to determine training status.

•Processes address changes and confirm needed extensions were completed upon arrival of newly assigned personnel.

•Monitors BLPS and PC-III Transaction Registers.

4.10.12.1. Orders CDCs and course exams, coordinate enrollment changes, and schedules testing with the base training manager, and the supervisor.

4.10.12.2. Processes extension requests for individuals enrolled in CDCs prior to departure.

4.10.13. Maintains current copies of CFETPs, STSs, and AFJQSs, when published, for each enlisted specialty in the unit (see AFIND 8).

4.10.14. Analyzes training data for trends (ANG: At least quarterly).

4.10.14.1. Briefs the unit commander monthly on the status of airmen qualifications, unit OJT program status, deficiencies and corrective actions. Provide same information to supervisor and base education and training as requested or required.

4.10.14.2. Provides the base education training manager with:

•Communication from personnel.

•Lessons learned.

•Recommendations for improving training in coordination with the unit commander.

4.10.14.3. Provides reports as directed or requested.

4.10.15. Coordinates remedial training and administrative actions with the unit commander and supervisors.

4.10.16. Serves as the unit POC for the Occupational Survey Program.

4.10.17. Formally assesses unit training programs annually (18 months for the AFRES/ANG) and submits a written report to the base education and training manager within 30 days of completion.

4.10.18. Conducts informal work center visits and maintains memos for record for future reference.

4.10.19. Assists unit commander as specified in **4.9.** of this AFI.

4.11. Supervisor.

4.11.1. Plans and schedules OJT.

4.11.1.1. Uses CFETPs (when published) to:

•Manage work center and individual training.

•Identify position (wartime and peacetime) qualification and skill-level upgrade requirements for the work center and assigned individuals.

•Supplement CFETPs with other approved documents for 100 percent task identification (e.g., AFJQS, STSs, AF Forms 797, Job Qualification Standard Continuation/Command JQS and 1098, Special Task Certification and Recurring Training, automated rips, etc.).

4.11.1.2. Uses the AFJQS (when published and most appropriate to the position and equipment) in place of the CFETP only when the AFJQS reflects all the mandatory core tasks as identified in the current CFETP, Part II. If using AFJQSs, maintain all current CFETPs in a central location within the workcenter, readily available to all airmen.

4.11.1.3. Integrates OJT with day-to-day work center operations.

4.11.1.4. Schedules OJT according to:

•Work center operational requirements.

•Trainer and task certifier availability.

•Logic.

•Training opportunities.

4.11.2. Contacts the unit education and training manager and assigns airmen to the appropriate TSC for their current training situation, according to **Attachment 4**.

4.11.2.1. Enters eligible personnel into the required qualification and skill-level UGT.

4.11.2.2. Provides apprentices with a minimum of 3 months of experience before entering them into 5-level UGT. Personnel awarded 3-level via OJT may be entered into 5-skill level UGT upon award of the 3-skill level. At supervisor's request CDC's can be ordered 30 days early and issued at the end of the apprentice period. The three month apprentice period will be used to:

•Orient the trainee and conduct the initial evaluation.

•Evaluate and certify tasks taught in the initial skills course (NA for 3-level via OJT).

•Provide performance-based training on tasks taught in the initial skills course (NA for 3-level via OJT).

•Identify and start training in additional tasks required to fully utilize trainee in their duty position.

EXCEPTIONS: AFSC 4R031-Radiological, 7S031- Special Investigator, and personnel who retrain within the same career ladder and do not attend an initial skills course, may be entered in 5-level UGT and start CDCs at the supervisor's discretion, but not later than 90 days.

4.11.2.3. Uses the AETC Form 156, during the initial evaluation of knowledge and skills and maintains it in the OJT record until the trainee is upgraded to the 5-skill level. At that time, remove the AETC Form 156 from the OJT record and give it to the trainee.

4.11.2.4. Enters trainees into 7-skill-level UGT on the first day of the promotion cycle (1 Sep). For AFRES/ANG/IMA: enter upon promotion to SSgt.

4.11.2.5. Enters eligible retrainees, SSgt and above, into 7-skill-level UGT when they reach the 5-skill level, for AFSC's without a 5-skill level enter them into 7-level UGT when they complete the 3 month apprentice period.

4.11.2.6. Initiates action to award skill level when airman meet all upgrade requirements outlined in **3.2.** and requirements identified in AFI 36-2101, and AFMAN 36-2108.

4.11.2.7. Ensures that airmen don't attend the craftsman course until they complete:

•All 7-skill level training requirements listed in the CFETP.

•Applicable CDCs and/or exportable courses.

•A minimum of 12 months OJT (6 months for retrainees).

4.11.2.8. Notifies the unit training manager to update the OJT roster when assigned airmen enter or complete qualification training.

4.11.2.9. (Added-AFRC) Personally ensures trainees upgrade training requirements are accomplished according to this instruction and proper task/knowledge requirements are satisfied prior to upgrade. Prepares AFRC Form 56 in conjunction with upgrade action. Files AFRC Form 56 in members OJT record after unit and base training coordination for a minimum of 18 months or until next wing SAV for audit purposes.

4.11.3. Conducts and documents initial evaluations of knowledge and skills within 90 days of assignment.

4.11.3.1. Certifies or decertifies qualifications.

4.11.3.2. As needed, arranges for a qualified certifier to determine ability, and periodic recertification.

4.11.3.3. If required, use any available, automated, off-the-shelf, commercial typing software program to evaluate keyboarding skills.

4.11.4. Evaluates the adequacy of training by comparing it to CFETP or STS standards.

4.11.4.1. Reports deficiencies using the Customer Service Information Line (CSIL). Coordinate discrepancies with the unit ETM. Refer to the cover page of the applicable training standard for specific telephone number to use.

4.11.4.2. Coordinates field evaluation surveys, questionnaires, and visits requested by training providers.

4.11.5. Administers the CDC program for assigned trainees according to **Attachment 3**.

4.11.5.1. Works with the unit education training manager to identify and enroll trainees in required CDCs.

4.11.5.2. Evaluates the quality of CDC materials and provide the CADRE with feedback when deficiencies exist or when requested.

4.11.6. Uses the current CFETP and AFJQS (if applicable) to identify and certify position qualification and skill level UGT requirements.

4.11.6.1. When a new CFETP is published and the individual is not in UGT and has not completed the core task requirements outlined in the new CFETP, they will be placed in qualification training (TSC 'D').

4.11.6.2. Use AF Form 797, to identify local requirements not in Air Force training standards.

4.11.6.3. Get required documents from the unit education and training manager.

4.11.6.4. File these documents in AF Form 623, **On-The-Job Training Record**, or other AFCFM approved (manual or automated) training records for assigned airmen.

4.11.6.5. Keep a copy of the CFETP, STS, and AFJQS in the work center.

4.11.7. Conducts OJT.

4.11.7.1. Serves as the trainer or arrange for qualified trainers.

4.11.7.2. Coordinates OJT requirements with the trainer and trainee.

4.11.7.3. Trains airmen on position requirements using:

•Established training methods.

•Guides, checklists, and technical orders.

•Available equipment.

4.11.7.4. Identifies progress, taking into account the trainee's ability and initiative.

4.11.7.5. Monitors the trainee's progress.

4.11.7.6. Conducts review training, counsel the airman, request waivers, and take administrative action, as appropriate.

4.11.8. Evaluates OJT.

4.11.8.1. Serves as the task certifier or arrange for a qualified task certifier.

4.11.8.2. Ensures that trainees receive proper training to do a job according to standards.

4.11.8.3. Ensures that certifiers evaluate core and critical tasks.

4.11.8.4. Verifies that the trainee has completed all UGT requirements before recommending the trainee for a skill-level award.

4.11.9. Manages OJT documentation.

4.11.9.1. Maintains AF Form 623, or other approved training record for:

•Airmen in grades Airman Basic through Technical Sergeant.

•Maintain training records for SNCO's when retraining or as directed by the AFCFM, commanders, or supervisors.

•Officers that the AFCFM designates.

4.11.9.2. Ensures that training records show accurate and current qualifications and training requirements.

4.11.9.3. Documents training, as appropriate, according to the instructions provided in the respective CFETP. (Refer to AFMAN 36-2245, Part II, attachment 6, paragraph 2.5.1).

4.11.9.4. Stores training records in locations convenient for authorized personnel to review and maintain.

4.11.9.5. Automated products (e.g., spreadsheets, data bases, word processing) can be used in place of AF Form 623a, **On-The-Job Training Record Continuation Sheet**, AF Form 797, AF Form 803, **Report of Task Evaluation**, AF Form 1098, AF Form 1320, **Training Chart**, and AF Form 1320a, **Training Chart**.

4.11.9.6. Ensures that personnel hand-carry their training records when deploying or going TDY. EXCEPTION: The gaining commander does not require the training records.

4.11.9.7. Ensures that personnel send AF Form 623 (including all appropriate data) with the field record group to the gaining organization when authorities transfer them.

4.11.10. Ensures that individual mobilization support forces (Individual Mobilization Augmentees (IMAs) hand-carry their training records to their unit of assignment. Training records will be maintained by the attached unit.

4.11.10.1. Sends training records on AF Form 330, **Records Transmittal Request**, to the assigned unit if hand-carrying is not possible.

4.11.11. Identifies additional formal training requirements based on:

•Work center mission requirements.

•Trainee qualifications.

•Lack of OJT capability.

4.11.11.1. Requests unit education and training manager help to identify, coordinate, and schedule formal training, when necessary.

4.11.12. Attends unit education and training meetings.

4.11.13. Provides training updates and recommends OJT improvements to the:

•Unit education and training manager.

•Unit commander.

•MAJCOM FM.

4.12. Trainer.

4.12.1. Attends a formal trainer's course.

4.12.2. Stays qualified on the tasks for which you train others.

4.12.3. Records task qualification according to the instructions provided in the respective CFETP or STS when a trainee performs a task to required standards. (Refer to AFMAN 36-2245, Part II, attachment 6, paragraph 2.5.1).

4.12.4. Plans, conducts, and documents training by:

•Preparing and using teaching outlines or task breakdowns, as necessary, and incorporating ISD principles into instruction.

•Giving trainees theory and background information.

•Teaching on actual equipment (or using training aids when actual equipment is not available).

•Signing off all non-core and non-critical tasks by initialing the trainer's column in CFETP or AFJQS.

4.12.5. Meets training needs by explaining what you have done and encouraging trainee, supervisor, and task certifier feedback and seeks help from the supervisor and unit education and training manager, when necessary.

4.13. Task Certifier.

4.13.1. Attends a formal task certifier course.

4.13.2. Remains qualified in the tasks that you evaluate.

4.13.3. Do not evaluate tasks that you have trained airmen to perform.

4.13.4. Evaluates training and certify qualifications.

4.13.4.1. Uses established training evaluation tools and methods to determine trainee's ability and training program effectiveness.

4.13.4.2. Develops evaluation tools, as needed.

4.13.4.3. Records task certification according to the instructions provided in the respective CFETP or STS when a trainee performs a task to required standards. (Refer to AFMAN 36-2245, Part II, attachment 6, paragraph 2.5.1)

4.13.5. Briefs the trainee, supervisor, and trainer on the training evaluation results.

4.13.5.1. Encourages trainee, supervisor, and trainer feedback.

4.13.5.2. Identifies the trainee's strengths and areas needing improvement.

4.13.6. When necessary, gets help from the supervisor and unit education and training managers.

4.14. Trainee.

4.14.1. Accepts all opportunities for qualification and skill-level UGT and actively participate in the learning process.

4.14.1.1. Understands the applicable CFETP requirements and career path.

4.14.2. Gets and maintains knowledge, qualifications, and the appropriate skill level within the assigned specialty.

4.14.3. Becomes a productive member of the unit team.

4.14.3.1. Understands how other units, specialties, and coworkers influence training program requirements and work together to accomplish the mission.

4.14.4. Budgets on- and off-duty time to complete assigned training tasks, particularly CDC and self-training requirements.

4.14.4.1. Reassigned trainees provide incomplete CDCs to the new supervisor when they arrive at a new unit.

4.14.4.2. Handles classified CDCs in accordance with established security policy.

4.14.5. Maintains progress within the training program.

4.14.5.1. When having difficulty with any part of training, especially self-training requirements, get help from:

- •The supervisor.
- •Trainer.
- •Unit education and training manager.
- •Coworkers.

4.14.5.2. Gives the supervisor feedback on the training you receive.

4.15. Training Provider (also includes Executive Agent/Responsible Training Authority (EA/RTA)).

4.15.1. Directs training development and provides training according to CFETP, STS, and CTS requirements, standards, methods, and responsibilities.

4.15.1.1. Advises the AFCFM, MAJCOM, EA/RTA Service, and DoD Agency FMs of training deviations and implementation slippages and coordinates solutions.

4.15.2. Coordinates with other training providers and the career field community to ensure that training meets the minimum qualification and skill-level UGT requirements and standards.

4.15.2.1. Shares training information and materials to avoid duplication of training development.

4.15.2.2. Solves:

- •Program deficiencies.
- •Delays.
- •Resource shortages.

4.15.3. Conducts periodic reviews of STSs, EA/RTA CTSs, and other course control documents to ensure up-to-date training.

4.15.3.1. Advises the appropriate AFCFM, EA/RTA Service, DoD Agency FMs, or technical training group training manager when you determine the need for an STS or CTS revision.

4.15.3.2. Conducts internal and field evaluations of airman qualifications for all courses and training that you provide.

4.15.3.3. Analyzes internal data such as course usage, attrition, washbacks, test and evaluation scores, and student critiques to identify training problems and take corrective action.

4.15.4. Answers requests to improve and update training and eliminates unnecessary training.

4.15.4.1. Takes appropriate action in response to feedback, trends, and evaluation results to improve training and advise EA/RTA (when applicable) and the submitter of the action.

4.15.5. Helps inspection and evaluation activities to use effective training evaluation methods.

Chapter 5

EXTENSION COURSE PROGRAM RESPONSIBILITIES

5.1. General. The extension Course Institute (ECI) was established as one of Air University's professional specialized schools. As the Air Force's only correspondence school, the institute's original mission was to provide voluntary nonresident courses for both active duty and reserve Air Force personnel. Today, the institute supports formal training and educational programs of the Air Force, Air National Guard, and Air Force Reserve. The institute provides career broadening courses to people throughout the Department of Defense and to civil service employees in all federal agencies.

5.2. Program Responsibilities.

5.2.1. Headquarters United States Air Force, Deputy Chief of Staff, Personnel, Directorate of Personnel Programs, Education and Training Programs Division (HQ USAF/DPPE):

5.2.1.1. Provides policy and planning guidance.

5.2.1.2. Reviews program requirements and goals and directs or approves major changes, as required.

5.2.1.3. Develops correspondence course enrollment criteria.

5.2.1.4. Approves proposals for new PME correspondence courses.

5.2.1.5. Assigns commands or activities to prepare extension courses.

5.2.1.6. Resolves matters between correspondence course providers and users, as necessary.

5.2.1.7. Approves requests from other military service units and federal government agencies to set up test control facilities (TCF) for ECI materials.

5.3. General Responsibilities.

5.3.1. HQ AETC, HQ AFMC, and HQ USAFSIA:

5.3.1.1. Provides policy guidance and staff oversight, and provides for CADRE/EDE mission needs.

5.3.1.2. As necessary, develops:

•Support programs.

•Facilities.

•Services.

•Budgets.

•Financial plans.

5.3.1.3. Develops, revises, or deletes CDCs as required by the AFCFM.

5.3.1.4. Conducts an annual/special review of CDCs and specialized courses (SC) to validate the currency of and the requirement for the course.

5.3.1.5. Works with the USAF Occupational Measurement Squadron and MAJCOMs to ensure that CADRE/EDE receives timely and complete requirements for OJT and Weighted Airman Promotion System (WAPS) program materials.

5.3.1.6. Works with AFCFMs and MAJCOMs to develop requirements for and technical contents of CDCs.

5.3.1.7. Ensures that CDC development and content meet STS knowledge requirements and due dates.

5.3.1.8. Advises AFCFMs of CDC deviations and provides an information copy to HQ USAF/DPPE.

5.3.1.9. Prepares, publishes, and distributes classified CDCs.

5.4. Preparing Agencies.

5.4.1. Keep all course examinations (CEs), CE item analyses, and CE answer keys under direct observation of authorized personnel or in locked storage.

5.4.2. Conduct an inventory of all CEs, CE test status reports (item analyses), and CE answer keys, and re-key the combination lock (if applicable).

5.4.3. Permit only authorized personnel to inspect or review CE material.

5.4.4. Ensure that manuscripts do not contain classified material.

5.4.5. Ensure that personnel don't use copyright material without the permission of the author or copyright holder.

5.5. CADRE/EDE (ECI). CADRE/EDE (ECI) is the USAF executive agent for the extension course program. As such it:

•Prescribes educational and publishing standards.

•Assists functional customers in determining their extension education and training needs.

•Trains and guides preparing agency (PA) course developers.

•Ensures instructional soundness of extension courses.

•Administers and maintains courses, whether paper-based or multi-media.

•Produces and warehouses the finished courseware, delivers it to the appropriate students, and ensures its systemic validity.

•Develops and distributes AFSC listings and the ECI Catalog and supports the Weighted Airman Promotion System (WAPS).

•Supports other USAF, DOD, and federal agency extension endeavors.

5.5.1. Provides CDCs, SCs, and other approved materials for qualification and UGT.

5.5.2. Supports the associate programs of Air Force schools and colleges by providing administrative and logistics support for PME correspondence courses.

5.5.3. Prepares and distributes diplomas and certificates of completion for ECI courses.

5.5.4. Processes upon written request, transcripts for completion of both resident and non-resident Air University Courses (except Air Force Institute of Technology (AFIT) courses).

5.5.5. Maintains student records for a period of 30 years for all AU courses. **EXCEPTION:** CADRE/EDE does not maintain permanent records for AFIT.

5.5.6. Sets up the style, format, and educational standards for ECI course materials.

5.5.7. Helps preparing agencies with course material preparation and production scheduling.

5.5.8. Constructs and maintains course examinations.

5.5.9. Provides Course Examination (CE) result data and other pertinent course maintenance data to:

•Preparing agencies.

•HQ AFPC Education and Training (for potential problems).

•HQ USAF/DPPE and AFCFMs semi-annually by 15 Apr and 15 Oct.

5.5.10. CADRE/EDEOR tracks course examination compromise cases in accordance with guidance contained within the ECI Catalog.

5.5.11. Publishes and distributes informational and policy materials.

5.5.12. Coordinates any policy changes affecting management, education services procedures, or personnel activities with HQ USAF/DPPE, through HQ AETC.

5.5.13. Coordinates with other services to comply with DOD policy on interservice enrollments.

5.5.14. Reviews manuscripts for compliance with required style, format, and educational standards; revises material as necessary; and coordinates changes with preparing agencies. Reviews manuscripts for compliance with required style, format, and educational standards; revises material as necessary; and coordinates changes with preparing agencies. **EXCEPTION:** CADRE/EDE doesn't review officer PME and classified courses.

5.5.15. Develops and distributes student and supervisor surveys, compiles responses, and provides AFCFMs and preparing agencies with course analyses.

5.5.16. Updates PME completions for the HQ USAF files.

5.6. AFCFMs.

5.6.1. Determine the CDC and SC requirements needed to qualify and upgrade airmen in their specialty.

5.6.2. Ensure an annual review of CDCs and SCs are accomplished. Limit CDC content to AFSC knowledge. When PME or ancillary training provides the task knowledge required for a particular STS item, document such programs to indicate the CDC will not duplicate information provided by other Air Force programs. Include the specific title of training that satisfies the STS requirement.

5.6.3. Recommend new extension courses and revising or deleting existing courses.

5.6.4. Notify CADRE/EDECA of any reduced or increased CDC or SC requirements to ensure that adequate stock is on hand.

5.7. Headquarters Air Reserve Personnel Center, Education and Training Office (HQ ARPC/ RMT). (HQ ARPC/RMT) approves and transmits all requests for enrollment, cancellation, course extensions, CEs, and changes to student address or TCF, for Individual Mobilization Augmentees (IMAs).

5.8. Support for ECI Testing Activities. Base directors of personnel (DP) or mission support squadron (MSS) commanders provide the necessary support for ECI testing activities.

5.9. Training Managers. Active-duty base education and training managers, AFRES/MSMPT, ANGRC/TEMO, ARPC/DPMPO, and support base education and training managers:

5.9.1. Determine enrollment eligibility and student classification.

5.9.2. Approve and transmit, through PC-III and the Base Level Personnel System (BLPS), all requests for enrollment, cancellation, course extensions, CEs, and changes to student addresses or the TCF, for personnel classified as mandatory students.

5.9.3. Coordinate PC-III problems and data rejections with local Personnel System Managers (PSMs). PSMs unable to resolve PC-III problems at the local level should contact their MAJCOM for resolution.

5.10. Education Support Personnel. Education Services Flight (ESF), AFRES/DPMAT, ARPC/RMT, and ANG/DPMP education support personnel:

5.10.1. Determine enrollment eligibility and student classification.

5.10.2. Where the capability exists, approve and transmit to the BLPS, through PC-III all requests for enrollment and CEs for personnel enrolling as voluntary students.

5.10.3. When BLPS capability exists and course requirements permit, manage:

•Student cancellations.

•Requests for extensions.

•Requests for exams.

•Changes to student addresses or the TCF that the education center supports.

5.10.4. Counsel students on:

•Required progress and completion schedules.

•Exam requests.

•Enrollment extensions.

•Cancellations.

•Penalties.

•Address and TCF changes.

•Reenrollment procedures.

5.11. Unit Education and Training Managers. Unit education and training managers:

5.11.1. Request:

•Enrollments.

•Cancellations.

•Course extensions.

•CEs.

•Changes to student addresses or the TCF for personnel classified as mandatory students.

5.11.2. Counsel students on:

•Required progress and completion schedules.

•Exam requests.

•Enrollment extensions.

•Cancellations.

•Penalties.

•Address and TCF changes.

5.11.3. Support IMAs by transmitting and processing enrollments, cancellations, course extensions, CEs, and changes to student addresses or the TCF through HQ ARPC/RMT, Denver CO 80280-6000.

5.12. Test Control Officer (TCO).

5.12.1. Administer and control Air Force examinations effectively and under appropriate security guidelines.

5.12.2. Ensure that CADRE/EDEOR has the current mailing address and nine digit ZIP Code for each TCF.

5.12.3. Properly receipt, inventory, safeguard, administer, and dispose of ECI CEs.

5.12.4. Ensure that all CE materials received are intact and have not been otherwise damaged, opened, or tampered with.

　　5.12.4.1. Follow ECI catalog for test compromise procedures.

5.12.5. Appoint and thoroughly instruct test administrators in the policies and procedures for safeguarding and administering ECI CEs.

5.12.6. Maintain an inventory of all ECI CEs within the TCF.

5.12.7. Administer PME exams according to the policy that the PME schools set up.

　　5.12.7.1. Keep PME exams for 45 days after administering them or when the enrollment expires, whichever comes first.

5.12.8. Destroy by burning, shredding, or pulping surplus, damaged, and obsolete CEs and CEs for which personnel have received results.

5.12.9. Return CE answer sheets to CADRE/EDEOD for scoring as soon as possible after administering the tests.

5.13. Test Administrator.

5.13.1. Read and understand all test requirements and procedures and effectively administer tests.

5.13.2. Request that the TCO or alternate TCO clarify test administration requirements or procedures.

5.13.3. Sign a statement acknowledging the likelihood of administrative or disciplinary action for compromising or losing tests as a result of failing to comply with this instruction and the direction of the Air Force agency for administering ECI tests.

5.13.3.1. Appropriate action might include termination of contractor services or action in accordance with the Uniform Code of Military Justice (UCMJ) or AFI 36-704, *Discipline and Adverse Actions.*

5.13.4. Advise military personnel that compromise of test materials, cheating, or discussion of test content is a violation of regulations punishable in accordance with the UCMJ.

5.13.5. Administer examinations at a reasonable frequency and at a time of day to serve the needs of personnel unable to test during normal duty hours. ***Note: Examinations may not be given orally and no waivers can be granted.***

5.13.6. Keep the CE booklets until you verify that students have completed the course.

5.13.7. Follow AFI 36-2605, *Air Force Military Personnel Testing System*, in administering ECI CE materials.

5.13.8. Monitors the use of calculators (only when specifically annotated on CE that calculators are admissible). Calculators with expanded memory functions cannot be used unless the memory is totally cleared by the TCO.

Chapter 6

QUALITY ASSESSMENT OF TRAINING

6.1. Scope. Training providers conduct quality assessment of:

•Formal courses.

•CDCs.

•Distributed courses.

•Computer-directed training systems.

6.2. Evaluating Education and Training.

6.2.1. Because job performance evaluations are the most effective means of evaluating formal training, supervisors need to:

•Evaluate subordinate personnel when they complete formal training.

•Complete the graduate assessment survey.

•Use the CSIL to report formal training deficiencies.

6.2.2. Field interviews let personnel from the education and training activities evaluate graduates who have been out of training for 4 to 6 months.

6.2.3. Training groups send field evaluation questionnaires to recent graduates, supervisors, or both to gather data concerning the graduate qualifications in approved training standards and other course documents.

6.3. Evaluation Responsibilities.

6.3.1. HQ USAF/DPP monitors the evaluation of recruit training and specialized skill (technical) training.

6.3.2. HQ USAF/XO monitors the evaluation of AETC operational undergraduate flight training and initial major weapon system training courses.

6.3.3. CADRE:

6.3.3.1. Includes survey questions in the CDC package to get student opinion on the effectiveness of the CDC.

6.3.3.2. Gathers and summarizes evaluation data from completed surveys and sends the information to the training activity responsible for preparing the CDC.

6.3.4. MAJCOM and FOA, DRU, USAFR and ANG who operate formal courses and prepare CDCs or distributed courses develop the procedures to evaluate education and training programs.

6.3.5. MAJCOM, FOA, and DRU customers of training systems:

6.3.5.1. Provide information to representatives from education and training activities during field visits.

6.3.5.2. Receive, return, and set up procedures and due dates for field evaluation questionnaires.

6.3.5.3. Initiate requests for special evaluation projects by justifying them and routing the request through the using command headquarters to the headquarters of the MAJCOM conducting the education or training.

Chapter 7

STUDENT PRODUCTION REPORTING

7.1. General Information. Student production data will be reported for all institutionalized formal education and training programs for the Budget Estimate Submission (BES), Presidential Budget (PB), and the Military Manpower Training Report (MMTR). The reporting requirements for (BES) and (PB) are exempt from licensing in accordance with paragraph 2.11.7 of AFI 37-124, *The Information Collections and Reports (ICR) Management Program.*

7.1.1. All requirements, with the exception of the requirements determined by HQ USAF/DPXPS, will be developed, validated and processed through the MAJCOMs and where possible should use the Air Force Training Management System (AFTMS). Student production data should include requirements from other Services, DoD, Non-DoD, Non-US users of AETC programs. AETC schools will determine entry, graduates, training loads, and workloads for each Program Element or MMTR Category.

7.1.2. Medical student production data will not be included in BES or PB but will be included in the MMTR report.

7.1.3. Submission of student production data for the BES and PB will use the budget exhibit formats prescribed by SAF/FMC. For the MMTR Report, the Handbook of Military Manpower Training Report Procedures (89-014) will be used to report student production by category, for all supplemental tables, and appendixes required for completing the annual report.

7.1.4. Each AETC reporting source will ensure that student production levels developed for the budget exhibits can be produced with the O and M funds requested in the budget.

7.1.5. All distance learning (DL) exportable courses (Type 6) will be identified by a five character prefix on the course number as specified in AFCAT 36-2223.

7.1.6. All DL courses and students taking courses will be entered into the AFTMS system. Student production will be reported for officers, enlisted, and civilian for each Service component (Active Duty, Reserve, Guard), and all remaining students will be reported in an "all others" category.

7.2. Responsibilities.

7.2.1. HQ USAF/DPPE reviews and verifies final student production data for submission in BES, PB, and MMTR.

7.2.2. USAF School of Aerospace Medicine compiles and validates student production data for medical programs conducted at Brooks AFB, TX.

7.2.3. HQ AETC annually reports all formal resident and distance learning student production (RCS: HAF-DPP(A)7107, *Military and Technical Program and Status Report*).

7.2.3.1. HQ AETC/SC compiles all AETC student production data for the BES, PB, MMTR, and submissions of data to HQ USAF/DPPE.

7.2.3.2. HQ AETC/ED compiles all officer and enlisted Professional Military Education (PME) to include CONUS and NON-CONUS schools.

7.2.4. The following organizations are responsible for final validation of student production data for the BES, PB and MMTR for their area of responsibility:

7.2.4.1. HQ USAF/DPPE: Recruit Training, General Skills Training, Educational Services, Professional Military Education, Professional Continuing Education, Graduate Education, Special Programs, voluntary education program and Distance Learning programs.

7.2.4.2. HQ AF/DPXFA. Officer Acquisition programs: AF Academy, Preparatory School, Officer Training School, SROTC, JROTC, and AECP.

7.2.4.3. HQ USAF/XOOT. All flying programs: Specialized Undergraduate Pilot Training (SUPT), Specialized Undergraduate Navigator Training (SUNT), EURO NATO Joint Jet Pilot Training (ENJJPT), Flight Screening, Advanced Flying, Survival programs, and other flying programs.

7.2.4.4. HQ ANG/MPT. All above programs that have Guard requirements reported.

7.2.4.5. HQ USAF/REPP. All above programs that have Reserve requirements reported.

Chapter 8

FORMAL TRAINING

8.1. General. Air Force training programs provide individual service members with the skills and knowledge that will qualify them to perform effectively in their duty assignments. Formal training includes two categories. One category includes training that has general applications throughout the Air Force and is conducted by organizations whose primary mission is training. The second category includes training conducted by MAJCOMs and their operational units that is often combat or combat support related.

8.2. Formal Schools. Air Education and Training Command, Human Systems Center's School of Aerospace Medicine, Brooks AFB TX (Air Force Materiel Command), and when HQ USAF/DP authorizes, other MAJCOM and FOAs operate USAF formal schools to conduct total force individual training. (See AFCAT 36-2223 for specific course details and entry requirements.)

  8.2.1. The following information is provided to aid in the course placement decision process:

    8.2.1.1. Training is defined as the process of teaching students specific skills to be performed under defined conditions.

    8.2.1.2. Education is defined as the process of teaching students a body of knowledge designed to prepare them to deal with situations and solve problems not yet defined. (See the Course Placement Decision Logic Table at **Attachment 7**).

8.3. Job Site Training (JST). A training wing or contractor may develop formal courses for personnel in a field location instead of resident training. JST can take the form of Interactive Courseware (ICW), video teletraining (VTT), videotape, paper, or some combination of these. JST does not include CDCs.

  8.3.1. Design these courses for personnel to complete without AETC course-qualified instructors at the training site.

8.4. Field Training. Field training covers technical and other training conducted at operational locations on:

  •Specific systems.

  •Associated direct-support equipment for maintenance.

  8.4.1. An on-site field training detachment (TD), TD mobile training team (MTT) may conduct field training.

    8.4.1.1. Training Standards. TDs provide the training necessary for a student to achieve the task performance, task knowledge, and subject knowledge levels specified by the course and specialty training standard (STS/CTS). The course chart specifies the user furnished equipment, facilities, and host unit maintenance instructor (MI) augmentees (see Terms Explained) required by the course. When approved by the using MAJCOM and AETC, the course chart constitutes a contract to provide required equipment, facilities, and MI augmentees when the course is scheduled.

    8.4.1.2. Use the Instructors for Non-Training Purposes. During peacetime, the host unit is encouraged to use training instructors in their primary Air Force Specialty Code (AFSC) for direct maintenance production in host unit work centers only when their services are not required within

the TD. The TD commander or chief must approve their involvement with the host unit production, exercise, or other duties.

8.4.2. HQ USAF/DPP.

•Develops policy for the field training program.

•Directs the program.

8.4.3. HQ USAF/LGM develops:

•Training requirements.

•Training equipment maintenance policy.

8.4.4. AFCFMs coordinate with MAJCOM, FOA, and DRU FMs to:

•Determine training requirements.

•Identify TD-provided training in the CFETP.

8.4.5. HQ AETC oversees the TD program and ensures that personnel provide training. (See **Attachment 5** for specific procedures.) They also:

8.4.5.1. Submit resource requirements to support the Field Training Program through the Program Objective Memorandum (POM). Ensures USAF/DPPE is told of all unfunded requirements.

8.4.5.2. Exercise approval authority for activation, deactivation, relocation, and discontinuance of training support in response to programmed requirements.

8.4.5.3. Announce TD locations, reporting instruction, courses, and course completion criteria in AFCAT 36-2223.

8.4.5.4. Establish command policy and guidance where necessary.

8.4.5.5. Ensure instructor selection and qualification criteria outlined in AFI 36-2110, *Assignments,* reflects the most current command requirements.

8.4.5.6. Ensure new facilities, modifications to existing facilities, or changes in facility support are identified and validated by site surveys.

8.4.6. MAJCOMs, FOAs, and DRUs.

8.4.6.1. Training Requirements. MAJCOMs evaluate training requirements to determine if they can be met with existing resources. For new weapon systems and major changes, coordinate and establish training system requirements as part of a training planning team (TPT). Prepare the training development plan as specified in this AFI and AFP 36-2211. If requirements cannot be met within existing or planned training systems, then submit AF Form 403, **Request for Special Training,** in accordance with this AFI.

8.4.6.1.1. Operational sites coordinate with TDs to establish training schedules that provide for effective use of instructors, the user's manpower, and operational equipment required for training. The host organization submits requirements for TD support and keeps the servicing TD informed of changes in scheduled requirements.

8.4.6.2. Operational Support. Provides organizational and intermediate maintenance support of equipment that is beyond the TDs repair capability.

8.5. Initial Skill AFSC Multiphased Training.

8.5.1. A three-level Air Force specialty code awarding program consisting of two phases. Phase I involves fundamental training in a prepatory course(s) conducted at an AETC training wing. Phase II is system specific training conducted at an AETC Training Detachment located at an operational site. The three-skilled level is awarded upon completion of Phase II.

8.5.2. Specific Procedures/guidance for Initial Skill AFSC Multiphased Training is contained in **Attachment 8**.

Chapter 9

DISTANCE LEARNING

9.1. General. Distance Learning, structured learning that takes place without the physical presence of the instructor, can provide creative solutions for mission essential education and training. Distance learning media includes, but is not limited to:

- •Paper based.
- •Interactive Television (ITV).
- •Video Taped Recording (VT).
- •Audio Tape.
- •Interactive Courseware (ICW)/Computer Based Instruction (CBI).
- •CD-ROM.
- •Interactive Video Disc (IVD).
- •On-line Computer Services.

9.2. Access to Distance Learning. Due to the uniqueness of many of the Distance Learning media, course writers, developers, and presenters must be concerned with areas relating to copyright, policy review, academic freedom, foreign disclosure concerns, and security adjudication.

9.3. Responsibilities.

9.3.1. HQ USAF/DP, in concert with HQ AETC/ED, will establish policy and vision for AF Distance Learning.

9.3.2. HQ USAF/DPPE, in concert with HQ AETC/EDD, will execute AF Distance Learning policy as well as:

- •Represent USAF at Service/OSD and Joint Distance Learning meetings.
- •Defend budget requests and funding levels.

9.3.3. HQ AETC is designated as lead command for AF Distance Learning.

9.3.3.1. HQ AETC/EDD is the focal point for implementation of AF Distance Learning policy and emerging Distance Learning technology. Duties and responsibilities include, but not limited to:

- •Provide advice and coordination for delivering of Distance Learning media.
- •Collect, organize, and forward Distance Learning funding/POM requests to Air Staff.
- •Provide maximum exposure of Distance Learning programs.
- •Implement service/DoD Distance Learning standards of interoperability.
- •Recommend priorities for requirements, resources, and schedules within a Total Force concept.
- •Establish quality benchmarks, anticipate developments in instructional requirements, and explore future technologies.

•Disseminate Distance Learning information and technological advances to MAJCOMs.

9.3.3.2. HQ AETC/DOVP is the liaison between EDD, XP staff, and Mission Area Planners on Distance Learning issues. Duties and responsibilities include, but are not limited to:

•Provide program expertise for CBT.

•Explore future educational technologies.

9.3.3.3. HQ AETC duties and responsibilities include, but are not limited to:

•Providing policy and guidance for determining which technical training courses are suited for Distance Learning.

•Monitoring the groups conversion efforts, and providing resource support.

9.3.3.4. HQ AETC/SCXX duties and responsibilities include, but are not limited to, providing functional expertise on Distance Learning technology matters.

9.3.3.5. AFIT/LSE duties and responsibilities include, but are not limited to, program management of Air Technology Network (ATN).

9.3.4. MAJCOMs/FOAs/DRUs responsibilities and duties include, but are not limited to:

9.3.4.1. Develop and publish a Distance Learning Program Management Plan in conjunction with HQ AETC/EDD.

9.3.4.2. Ensure command focal point for coordination and integration of Distance Learning efforts.

9.3.4.3. Plan and submit distance learning requirements to HQ AETC/EDD on an annual basis.

9.3.4.4. Budget for all non-funded Distance Learning associated costs.

9.3.4.5. Utilize the Air Force Training Management System for planning, programming, and accounting of all Distance Learning students.

9.3.4.6. Use standardized special course characters for Distance Learning as specified in AFCAT 36-2223.

9.3.4.7. For EA/RTA training, ensure software is interoperable and avoid duplicating Distance Learning courseware and hardware.

9.4. Data Collection.

9.4.1. HQ AETC/EDD will task training and education course providers through MAJCOMs to collect, consolidate, and report various Distance Learning Data supporting HQ USAF and OSD requirements. HQ AETC/EDD will provide guidance and formats for data to be collected.

9.4.2. The following reports are required on an annual or semiannual basis as indicated:

•Update the Air Force Distance Learning Technology Plan, (RCS: HAF-DPP(SA)9707), in October and April of each year.

•Consolidate the Distance Learning Utilization Rate report annually, (RCS: HAF-DPP(A)9708). As a minimum, include course number, title, CBT/IVD, VT, VTT, and paper hours, delivery date, and TPR by active, reserve, and guard.

"These reports are designated emergency status code C3. Continue reporting during emergency conditions, delayed precedence. Submit data requirements as prescribed, but they may be delayed to allow the submission of higher precedence reports. Submit by nonelectronic means, if possible."

Chapter 10

MISSION READINESS TRAINING PROGRAM

10.1. General Information.

10.1.1. Mission Readiness Training Program (MRTP) provides travel and per diem funds to aid mission accomplishment by providing supplemental technical training of less than 20 weeks for officers, enlisted and civilian personnel when other types of training such as On-the-Job Training, Unit Training, Exportable and Mobile Training, will not satisfy the need. Program objectives are to develop and maintain professional and technical skills, knowledges, and abilities to meet Air Force needs.

10.1.2. Scope. The MRTP is an essential part of the Air Force's training resource and plays a vital role in maintaining readiness and a quality force. It provides funds to support the following training:

10.1.2.1. Air Force Directed (Force Structure)Training. Training in support of Trained Personnel Requirements to replenish and balance the Force. It ensures enough trained personnel are in each skill to accomplish the AF mission. Training categories include: New Recruiters, Officer Accessions, Enlisted Retraining, Support Officers, Advance Officer courses, Contract Training, Lateral Training, Enlisted 7-Level , Survival Training, Civilian Intern Program, General Officer training, Colonel's Group requirements and any other training to support special assignments for officer and enlisted personnel.

10.1.2.2. Major Command Mission Training. Training in support of accomplishing, sustaining, and enhancing the operational missions of the Major Commands. Training categories include: Supplemental Training, Lateral Training, Refresher, Advanced Skills Training, Special Technical Training, and Instructor Training.

10.1.3. Structure. The MRTP functions through a series of processes that ensures mission essential training is accomplished first and that there is maximum utilization of Air Force funded seats.

10.1.4. Requirements Identification and Validation Process. Through this process, Air Force organizations identify requirements for specialized skills technical training. It requires the involvement of base level units, MAJCOM FMs, AF Career Field Managers, and commanders at unit, wing, and MAJCOM level to ensure only mission essential, executable requirements are identified, validated and loaded in the Air Force Training Management System (AFTMS).

10.1.4.1. Quota Execution and Management Process. During this process, Air Force funded seats (quotas) are equitably allocated to as many mission essential training requirements as funding levels will allow. Additionally, funded seat utilization is carefully monitored to ensure limited quota and resources are being maximized to the fullest extent possible.

10.1.4.2. Program Resources. Resources for the MRTP are programmed to coincide with the Air Force's Planning, Programming, and Budgeting System (PPBS). The budget submission for the program is based on total requirements for specialized skills technical training.

10.2. Responsibilities. The reporting requirements for in **10.2.** are exempt from licensing in accordance with paragraphs 2.11.5 and 2.11.7 of AFI 37-124, *The Information Collections and Reports (ICR) Management Program*.

10.2.1. Headquarters Air Force, Director of Personnel Programs, Education and Training (HQ AF/DPP). Establishes policy, provides guidance, and advocates for program requirements during the various PPBS cycles.

10.2.2. Headquarters Air Force Career Field Managers (AFCFMs). Provides guidance and criteria to command functional communities to help them identify requirements for specialized skills training in support of the career field.

10.2.3. Headquarters Air Education and Training Command:

10.2.3.1. Resource (HQ AETC/DOR).

10.2.3.1.1. Builds MRTP budget requirements in financial plan with HQ AETC/FM to include funding a specific number of seats and defending the remaining unfunded seats.

10.2.3.1.2. Submits unfunded requirements during the Budget Execution Reviews and reports final execution of funds to HQ AETC/FM.

10.2.3.1.3. Programs requirements and any associated disconnects in the POM.

10.2.3.2. HQ 2 Air Force, Director of Operations (HQ 2AF/DO).

10.2.3.2.1. Manages the MRTP on behalf of HQ USAF/DPPE.

10.2.3.2.2. Develops proposed distribution of MRTP funded quotas and monitors on a quarterly basis total program execution (AF Directed and MAJCOM Mission) to prevent over/ under utilization by program users.

10.2.3.2.3. Collects, consolidates, and forwards total MRTP requirements and justifications to HQ AETC/DOR and HQ USAF/DPPE for their use in programming and budgeting resources.

10.2.3.2.4. Assists organizations in planning and programming special training requirements such as temporary increases to support career field/weapon system changes.

10.2.3.2.5. Provides an annual report of program execution to HQ AETC/DOR and HQ USAF/DPPE to include funded seats allocated and funded seats used by Training Requester Quota Identifier (TRQI).

10.2.4. Headquarters Air Force Personnel Center, Director of Personnel Operations (HQ AFPC/DPPAT):

10.2.4.1. Manages the overall development and integration of the AF Training Management System (AFTMS) which is used for planning, controlling, allocating and monitoring the MRTP class seats.

10.2.4.2. Provides HQ 2AF/DO, MRTP managers and users with utilization data needed for monitoring and/or reallocating funded class seats.

10.2.4.3. Initiates the annual screening for specialized skills training requirements.

10.2.5. MAJCOM/DRU/FOA Responsibilities.

10.2.5.1. Commanders (Unit, Wing, MAJCOM):

10.2.5.1.1. Ensure a rigorous review and validation of annual requirements and maximum utilization of limited training resources.

10.2.5.1.2. Ensure all MRTP funded requirements are crucial in the accomplishment of the mission.

10.2.5.2. Director of Personnel Programs (DPs) (or Equivalent):

10.2.5.2.1. Establish a corporate command process that involves base-level units, FMs, and commanders in identifying and validating mission essential, executable training requirements.

10.2.5.2.2. Notify FMs, wing, and unit commanders of the annual screening for formal training requirements.

10.2.5.2.3. Consolidates all training requirements and submits them along with impact statements for Level 1 requirements to HQ 2AF/DOP.

10.2.5.2.4. Update the command's training requirements in the Air Force Training Management System and maintain a copy of the annual submission until the command receives their quota allocation from HQ 2AF/DOP.

10.2.5.2.5. Monitor the utilization of quotas and returns unused seats to HQ 2AF/DOP for reallocation to other training shortfalls.

10.2.5.3. MAJCOM/DRU/FOA FMs:

10.2.5.3.1. Conduct an annual screening of specialized skills training requirements and involve base-level units and Air Staff Career Field Managers in identifying and validating training needs.

10.2.5.3.2. Consolidate all training requirements and forwards them to the MAJCOM, DRU, or FOA DPs for final assessment.

10.2.5.3.3. Maintain a copy of the annual submission on file until the quota allocation is received from the MAJCOM, DRU, or FOA DP.

10.2.5.3.4. Monitor the utilization of quotas and return unused seats to the DP for reallocation to other training shortfalls.

10.2.5.4. Base-level FMs:

10.2.5.4.1. Identify their respective training requirements using the AF Form 3933, MAJCOM Mission Training Request Form and the Priority Ranking System (**Attachment 6**). FMs will only request actual training needs required to accomplish the organization's mission and not desirable courses or those that are nice to have. To avoid a large number of unused quotas at the end of the fiscal year, managers will ensure they base requirements on the number of personnel that require the training and can be released to attend the requested courses (executable requirement).

10.2.5.4.2. Forward training requirements through the commander (as designated by the MAJCOM but no lower than Unit level) to the MAJCOM FMs.

Chapter 11

SPECIAL TRAINING

11.1. Background. When regular training programs cannot satisfy the unique training requirements of a new system, the Air Force uses special training, which is normally type-1 (contract) training. (See **Attachment 1** for definitions of the various types of training.)

11.2. Identifying, Managing, and Funding Special Training. As the Air Force single manager for all special training programs, AETC determines whether government agency or contractor conducted training best serves the needs of the Air Force.

> 11.2.1. Funds to procure special training may be Investment (3080), Operations and Maintenance (O and M/3400), or Research and Development (R and D/3600) for Type I training only. The using command and the acquisition agency fund:
>
> > •Special training.
> >
> > •The travel and daily costs required to support a system-specific program.
>
> 11.2.2. The using command funds special training to support non system-specific programs.
>
> 11.2.3. The respective government funds security assistance training via a separate training line in the Letter of Offer and Acceptance (LOA).

11.3. Responsibilities.

> 11.3.1. Director of Personnel Programs (HQ USAF/DPP):
>
> > 11.3.1.1. Oversees policy and planning for special training.
> >
> > 11.3.1.2. Serves as the Air Staff POC for special technical training for Air Force personnel.
>
> 11.3.2. The Director of Personnel Programs, Education and Training (HQ USAF/DPP) oversees training policy and planning for Air Force civilian employees.
>
> 11.3.3. The Director of Budget (HQ USAF/FMB) supervises special training funds, to include budgeting, allocating, and accounting tasks, according to AFPD 65-6, *Budget*.
>
> 11.3.4. Air Education and Training Command (AETC):
>
> > 11.3.4.1. Helps the using MAJCOMs, other services, joint or combined commands, and foreign governments (when HQ USAF authorizes such action under the Security Assistance Program) identify special training needs.
> >
> > 11.3.4.2. Validates requests for special training. Validates requests for special training. **EXCEPTION**: AETC doesn't validate requests for:
> >
> > > •Recurring enroute training.
> > >
> > > •Operational flying training.
> >
> > 11.3.4.3. Decides the most economical and efficient methods to meet special training needs and requirements.
> >
> > 11.3.4.4. Provides or contracts for special training.

11.3.4.5. Reviews the necessity of training.

11.3.4.6. When training needs require contracting, determines if enough funds are available to support the training.

11.3.4.7. Surveys users to obtain future forecasts for special training requirements.

11.3.4.8. Validates and processes out-of-cycle and emergency requests for special training.

11.3.4.9. Helps the TPT:

> •Develop the System Training Plan (STP).

> •Set up quotas to support system-specific training requirements.

11.3.4.10. Helps using MAJCOMs develop and validate non system-specific special training requirements.

11.3.4.11. Negotiates, writes, and implements contracts for special training or prepares and approves training statements of work (SOW) and contract line items for inclusion in defense system acquisition requests for proposal.

11.3.4.12. Approves contractors' proposals for preparing and conducting special training and provides technical surveillance of contractor performance.

11.3.4.13. Determines the entry requirements for special training and, if necessary, coordinates the preparation of an entrance examination.

11.3.4.14. Issues reporting instructions and quota allocations through the AFTMS.

11.3.4.15. Maintains proper management information, including:

> •Cost.

> •Student production.

> •Training quality.

11.3.4.16. Maintains an audit trail of training that it contracts to support security assistance training and all USAF-funded training that it contracts to support:

> •DoDD 5000.1, *Defense Acquisition*, March 15, 1996.

> •Operations and maintenance training.

> •International military education and training (IMET) and grants-in-aid.

11.3.5. The using MAJCOMs plan, program, fund, and control special training requirements.

11.3.5.1. Using MAJCOMs help the acquisition agency develop training requirements for:

> •New systems.

> •Programs in which the MAJCOMs participate.

11.3.6. The using unit:

•Receives quotas and reporting instructions for special training.

•Fills quotas.

•Prepares orders.

•Administers training according to AFCAT 36-2223.

11.4. Waivers.

   11.4.1. A waiver is not required to embed training in an initial acquisition contract.

   11.4.2. Request a waiver to embed training in follow-on acquisition contracts.

      11.4.2.1. The waiver will include the following:

         11.4.2.1.1. Name and total cost of Acquisition Contract.

         11.4.2.1.2. Estimated cost of the Training portion of the contract by Fiscal Year, course cost, and TDY (travel and Per Diem) costs.

         11.4.2.1.3. By fiscal year, number of personnel to be trained by category (DOD) Mil, DOD Civ, and others.

         11.4.2.1.4. MAJCOM statement of availability of O funds to pay for requested contract training and associated travel/Per Diem costs. If waiver is approved, MAJCOMs will finance related contract training, travel, and Per Diem.

      11.4.2.2. The requester will forward the waiver request to their respective MAJCOM.

      11.4.2.3. The MAJCOM will forward the waiver request to HQ AETC/DOR (Technical Training Resources), for approval.

Table 11.1. Organizations Responsible for Funding, Managing, and Administering Special Training.

	A	B	C	D	E	F	G
L I N E	If Training Supports:	Acquisition Agency	RTO	User	US Government	Foreign Country	Air Education and Training Command
1	RDT and E	X					
2	IOT and E		X				
3	FOT and E and QOT and E	X					
4	O and M	X		X			X
5	Follow-on Aircrew			X			
6	IMET and Grants-in-Aid				X		
7	SATP Sales					X	
8	Follow-on Tech Training						X
9	System Specific Training			X			X

	A	B	C	D	E	F	G
L I N E	If Training Supports:	Acquisition Agency	RTO	User	US Government	Foreign Country	Air Education and Training Command
10	System Specific Training-Unique to MAJCOM				X		
11	Non-System Specific Training Command Unique			X			

NOTES:

1. The acquisition agency funds the procurement of training that supports system-specific special training.

2. The using MAJCOMs fund O travel and per diem that supports non system-specific special training.

3. AETC does not fund or manage contractor personnel attending special training. Contractors process requests for special training through the DLA to the acquisition agency.

Chapter 12

RECRUIT TRAINING

12.1. Scope. All recruits of the Regular Air Force, AFRES, and ANG who have no previous military service attend BMT.

12.2. BMT Objectives.

12.2.1. Provide an orderly transition from civilian to military life.

12.2.2. Prepare initial records and classify and assign personnel.

12.2.3. Evaluate and discharge airmen who fail to meet the minimum standards of the Air Force.

12.3. BMT Review Committee.

12.3.1. Consists of:

•HQ USAF/DPP, chair.

•Commander 37th Training Wing, Co-chair.

•HQ USAF/DPPE, executive secretary.

•HQ USAF/CMSAF.

•HQ ACC/CCC, military studies.

•HQ AMC/CCC, military training.

•737th Training Group, curriculum review and development.

•AF/SG, HQ USAF/HC, ANG/TE, and HQ USAF/REPP.

12.3.2. Reviews Air Force requirements for:

•BMT graduate performance.

•Military training.

•Military studies.

•Curriculum course training standards.

•Other items of special interest.

12.3.3. Meets when the steering committee members decide but not less than every three years. Steering Committee membership consists of: Chairman: AETC/CV, 37th TRW/CC, HQ USAF/DPP, and 2nd AF/CC.

12.4. Responsibilities.

12.4.1. HQ USAF.

12.4.1.1. Develops BMT objectives.

12.4.1.2. Approves or disapproves requests to include additional subjects in BMT.

12.4.1.3. Oversees the BMT review program at Lackland AFB TX and invites all commands and separate operating agencies to attend.

12.4.2. AETC:

•Hosts the BMT review.

•Designs the curriculum.

•Develops training materials.

•Conducts BMT.

Chapter 13

AF ANCILLARY TRAINING PROGRAM

13.1. General.

13.1.1. Personnel creating or administering ancillary training programs (ATP) must ensure that ATPs:

•Meet Air Force needs within the minimum training time and cost while maintaining quality training and maximum time to complete the primary mission.

•Properly guide ATP administrators.

•Standardize training procedures and techniques.

13.1.2. Personnel direct questions concerning exemption and waiver policies through the MAJCOM, FOA, or DRU ancillary training manager to the agency responsible for the ATP. Personnel direct questions concerning exemption and waiver policies through the MAJCOM, FOA, or DRU ancillary training manager to the agency responsible for the ATP. **EXCEPTION:** Direct questions elsewhere if the applicable directive or issuing agency's instruction specifies.

13.1.3. The administrative requirements of this AFI do not apply if:

•Authorities implement stop-loss programs.

•A major conventional war begins.

•A higher degree of conflict arises.

13.1.3.1. ATP course managers determine at which point their program is no longer applicable.

13.2. HQ USAF/DPPE Responsibilities.

13.2.1. Serve as the OPR for Air Force ATP policy.

13.2.2. Approve ATP courses for inclusion in AFCAT 36-2223.

13.3. Functional Area. Air Force deputy chiefs of staff (DCS), assistant chiefs of staff (ACS), and functional area chiefs at the MAJCOM and base level appoint (within their authority) course managers for existing and proposed ATPs.

13.4. ATP Course Managers (Air Force, MAJCOM, Base).

13.4.1. Serve as OPR for matters affecting administration of ATPs they manage.

13.4.1.1. Develop a tracking mechanism to ensure individuals' training completions are documented and forwarded when individuals PCA/PCS and specify documentation procedures in AFCAT 36-2223.

13.4.2. Determine the need for an ATP (in coordination with the AFCFM) and ensure courses are developed to meet requirements.

13.4.2.1. Conduct and document target population analysis to identify a valid training need.

13.4.2.2. Assess how proposed requirements will impact:

•Manpower.

•Mission completion.

•Available resources.

13.4.2.3. Limit ATP courses and requirements to those essential for mission completion and the safety and well-being of personnel.

13.4.3. Plan, develop, and manage ATP courses using instructional system development (ISD) methodology.

13.4.3.1. Ensure that courses are validated and meet training requirements within minimum time and cost.

13.4.3.2. The Air Force ATP course manager may authorize a MAJCOM or base-level course to exceed the Air Force ATP course requirements.

13.4.4. Develop and revise directives governing ATPs to clearly reflect all course requirements.

13.4.4.1. Ensure that ATP directives identify:

•Training objectives.

•Duration and frequency.

•Target audience.

•Administration and documentation requirements.

•Tracking responsibilities.

•Reporting requirements.

•Exemption and waiver information.

13.4.4.2. Exemption and waiver information must specify:

•The conditions under which personnel may waive training.

•The categories of personnel exempt from training.

•The exemption and waiver authority.

13.4.5. Coordinate new and revised ATP directives, courses, and program requirements according to AFCAT 36-2223.

13.4.6. Develop standardized lesson materials and presentation media, when possible.

13.4.6.1. Compile and publicize a list of available training materials (for example, slide-tape programs, brochures, and pamphlets) and distribute the list to training agencies.

13.4.7. Provide training agencies:

•Lesson materials.

•Applicable changes.

•Training and guidance for conducting ATPs.

•ATP instructions.

•Procedures.

•Guides and materials.

•Communication about lessons learned.

•Innovations.

13.4.8. Review all directed ATPs annually to ensure that programs, objectives, and training materials are current and valid.

13.4.9. Provide ATP information and data, as required.

13.4.10. Monitor the ATP by:

•Reviewing inspection and evaluation reports and assessing ATP trends, effectiveness and efficiency.

•Conducting meetings and visits to address program issues and requirements.

•Implementing corrective actions.

13.5. HQ AFPC/DPPAT.

13.5.1. Serves as the OCR for the Air Force ATP and implements Air Force ATP policy.

13.5.1.1. Maintains a current list of approved Air Force-directed ATPs in AFCAT 36-2223.

13.5.2. Advises HQ USAF/DPPE on ATP matters.

13.5.3. Reviews and makes recommendations to the OPR for Air Force, MAJCOM, FOA, ANG, and USAFR publications affecting Air Force ATP policies, instructions, or procedures.

13.5.4. Reviews and coordinates requests for new programs and revisions to programs.

13.5.4.1. Provides HQ USAF/DPPE with recommendation to approve or disapprove requests.

13.5.5. Evaluates training and automation technologies and products for ATP applications.

13.6. MAJCOM, FOA, and DRU Directorate of Personnel Programs.

13.6.1. Serves as the MAJCOM focal point for ATP policy and procedures and IMA training by:

13.6.1.1. Resolving ATP matters.

13.6.1.2. Helping MAJCOM ATP course managers improve the quality and effectiveness of ATPs.

13.6.1.3. Ensure that the needs and objectives of command-directed ATPs are current and valid.

13.6.1.4. Work with course managers and training agencies to ensure that they develop and conduct ATPs in a cost-effective manner.

13.6.2. Specify ATP requirements for IMAs above the minimum that the Director of the Individual Reserve Program, Headquarters Air Reserve Personnel Center, sets.

13.6.2.1. Coordinate the added requirements with HQ ARPC/DPMPO.

13.7. Headquarters Air Force Reserve (HQ AFRES/DPT), Headquarters Air Reserve Personnel Center (HQ ARPC/RMT), and Air National Guard Readiness Center (ANGRC/MPT). Review requirements and ensure that personnel receive the required ancillary training that AFCAT 36-2223 identifies.

13.8. Base Education and Training Manager. Will assist ATP OPRs by:

•Helping base-level course managers and training agencies, as needed, develop and conduct ATPs.

•Assist OPRs, as requested, in reviewing unit ATP programs and makes recommendations.

13.9. Unit Commander.

13.9.1. Implements ATPs.

13.9.1.1. Complies with the requirements in AFCAT 36-2223 and directives governing ATPs.

13.9.1.2. Ensures that unit personnel complete and remain current in ancillary training requirements.

13.9.2. Appoints, in writing, a qualified unit ancillary training manager.

13.9.2.1. As required, requests help from the ATP OPR in qualifying the unit ancillary training manager.

13.10. Unit Ancillary Training Manager.

13.10.1. Serves as unit POC for ATP matters.

13.10.2. Coordinates ancillary training schedules with supervisors at appropriate training agencies.

13.10.3. Monitors the completion of ATP requirements.

13.10.3.1. Reports attendance data or schedules deviations to the commander and supervisors.

13.10.3.2. Notifies the appropriate training agency or base level ATP course manager of attendance data on any ATP conducted within the unit, as required.

13.10.3.3. Notifies the parent unit when TDY personnel receive ancillary training.

13.10.4. Keeps a copy of ATP waivers in the unit files.

13.11. Supervisor.

13.11.1. Keeps assigned personnel current in ATP requirements.

13.11.1.1. Schedules personnel (including IMAs) for ancillary training through the unit ancillary training manager.

13.11.1.2. Ensures personnel attend ancillary training.

13.11.1.3. When ATP currency ends during periods of leave or temporary duty (TDY), ensures the affected individuals attend ancillary training as soon as possible after their return.

13.11.2. Notifies the parent unit ancillary training manager when TDY personnel receive ancillary training.

13.12. Training Agency.

13.12.1. Conducts ATPs, in minimum time and at minimum cost, in accordance with governing ATP directives.

13.12.2. Sets up course training schedules to minimize loss of productivity.

13.12.2.1. Whenever possible, to reduce the impact of training on mission time combine classes with other training agencies, consider daily mission requirements, projected training load, current manning levels, and shift workers' schedules when preparing schedules.

13.12.3. Works with unit ancillary training managers to schedule unit personnel for required training.

13.12.3.1. Determines scheduling needs and notifies units of personnel requiring recurring training according to ATP directives.

13.12.4. Documents, tracks, maintains, and reports course attendance data according to ATP directives.

13.12.4.1. Reports ATP courses of 8 hours or more completed by civilian employees to the central civilian personnel office for input to the Personnel Data System-Civilian. **NOTE**: The tracking of training encompasses all data storage and retrieval functions needed to support scheduling or reporting requirements.

13.12.5. Maintains current lesson materials.

13.12.5.1. Reviews and certifies these materials annually.

13.12.6. Develops and coordinates supplements to ATP directives, course supplements, and locally-directed ATPs, when necessary, to meet MAJCOM and local requirements, according AFCAT 36-2223.

Chapter 14

MILITARY KNOWLEDGE AND TESTING STANDARD (MKTS) SYSTEM

14.1. General. This chapter identifies and defines the components of the MKTS System and assigns responsibility for their development and the development of AFPAM 36-2241, Volume 1, *Promotion Fitness Examination (PFE),* and Volume 2, *USAF Supervisory Examination (USAFSE), Study Guides*. It further defines the requisition and issue of the study guides.

14.2. Scope. The MKTS System supports an individual study program for promotion testing. It applies to all active duty enlisted members in the grades E-4 through E-8 preparing for promotion testing under the Weighted Airman Promotion System. It also applies to E-3s preparing for senior airman below-the-zone promotion consideration. *NOTE*: This chapter does not apply to the ANG and USAFR. The MKTS System consists of three parts:

14.2.1. Examinations:

• Promotion Fitness Examination.

• USAF Supervisory Examination.

14.2.2. Study Guides:

• AFPAM 36-2241, Volume 1, *PFE Study Guide*.

• AFPAM 36-2241, Volume 2, *USAFSE Study Guide*.

14.2.2.1. All PFE questions are referenced to AFPAM 36-2241, Volume 1. It is the only study guide required to prepare for the PFE. The PFE assesses relative levels of required Noncommissioned Officer (NCO) knowledge as specified in the MKTS in the PFE Study Guide. The PFE provides a percentage score that is used, in part, to calculate the WAPS score.

14.2.2.2. All USAFSE questions are referenced to AFPAM 36-2241, Volume 1 and 2. They are used to prepare for the USAFSE. The USAFSE assesses relative levels of required knowledge for senior master sergeants (SMSgt) and chief master sergeants (CMSgt) as specified by the MKTS in the PFE and USAFSE Study Guides. The USAFSE provides a percentage score that is considered with other factors in the Senior NCO Promotion Program.

14.2.3. The MKTS:

14.2.3.1. MKTS Subject-Knowledge Code Key (included in each study guide). This key defines the scale value of the codes that are derived from Bloom's Taxonomy (AFMAN 36-2236). The codes are defined as:

14.2.3.1.1. K - *Knowledge*. The recall and recognition of previously learned material (facts, theories, etc.) in essentially the same form as presented.

14.2.3.1.2. C - *Comprehension*. Seeing relationships, concepts, and abstractions beyond the simple remembering of material. Typically involves translating, interpreting, and estimating future trends.

14.2.3.1.3. A - *Application*. The ability to use learned material in new and concrete situations, including the application of rules, methods, concepts, principles, laws, and theories.

14.2.3.2. Required Knowledge for Promotion. This section of the MKTS Code Key outlines the required military knowledge NCOs must have to perform in the grades of staff sergeant through CMSgt. The letter code under each grade indicates the knowledge level required for successful performance at that grade.

14.2.3.3. Test developers use the MKTS to determine the subject knowledge level at which PFE and USAFSE questions should be written.

14.3. Responsibilities.

14.3.1. The MKTS Advisory Council.

14.3.1.1. Advises the Chief Master Sergeant of the Air Force (CMSAF); Directorate of Personnel Programs, Education and Training (HQ USAF/DPPE); and Professional Development Flight (AFOMS/OMP) on matters pertaining to the MKTS System. While recommendations to the council are advisory in nature and non-binding, the council will strongly consider them before reaching a final decision.

14.3.1.2. The CMSAF chairs the council with the following membership:

14.3.1.2.1. Senior enlisted advisor (command/CCC) from each MAJCOM and selected FOAs and DRUs, or such other representative designated by the MAJCOM, FOA, or DRU commander.

14.3.1.2.2. One observer from HQ USAF/DPPE.

14.3.1.2.3. One observer from Personnel Testing Branch (HQ AFPC/DPPAPE), AFOMS/ OMP and the Occupational Test Development (AFOMS/OMD) respectively.

14.3.1.3. A representative from AFOMS/OMP serves as the permanent secretariat for the council, prepares minutes, collects and coordinates proposed changes to the MKTS System, and archives related correspondence and documentation.

14.3.1.4. The council will normally assemble within 6 months following the effective date of AFPAM 36-2241, Volumes 1 and 2.

14.3.1.5. Proposed changes to the MKTS System will be routed through and acted upon by the council. The council sanctions a proposed change when a simple majority of the council approves the change.

14.3.2. HQ USAF/DPPE.

14.3.2.1. Approves the content, format, and composition of this chapter.

14.3.2.2. Coordinates proposed changes to this chapter to ensure there is no conflict between the MKTS and current curricula of NCO PME resident and associate courses.

14.3.2.3. Acts as a consultant to the MKTS Advisory Council.

14.3.2.4. Reviews the prepublication manuscripts of AFPAM 36-2241, Volumes 1 and 2, and submits any changes to AFOMS/OMP according to AFI 37-160, Volume 1, *Air Force Publications and Forms Management Programs-Developing and Processing Publications.*

14.3.3. AFOMS/OMP.

14.3.3.1. Controls the content, format, composition, publication, requisition, and printing of AFPAM 36-2241, Volumes 1 and 2.

14.3.3.2. Ensures written contributions to AFPAM 36-2241 are staffed through senior personnel of the offices making those contributions.

14.3.3.3. Requests written contributions from other commands through Directorate of Technical Training (HQ AETC/DOR).

14.3.3.4. Organizes the MKTS Advisory Council workshops.

14.3.3.5. Polls the advisory council between, or instead of, workshops by paper ballot (command position packages) on issues that cannot be postponed until the next assembly of the council.

14.3.3.6. Develops, edits, and coordinates the MKTS with all MAJCOMs, FOAs, and DRUs.

14.3.3.7. Reviews the prepublication manuscript of this chapter and submits any changes to HQ USAF/DPPE according to AFI 37-160, Volume 1.

14.4. Requisition and Issue.

14.4.1. The PDO processes requisitions for components of the MKTS System according to AFI 37-161, *Distribution Management.*

14.4.2. Each organization is responsible for ordering the correct number of PFE and USAFSE study guides. The squadron commander will appoint a responsible individual to order these guides from the servicing PDO according to AFI 37-161. Use the unit manning roster to determine the correct number of study guides based on the number of personnel authorized or assigned, whichever is greater.

14.4.3. Issue copies of the study guide as follows:

•One copy of AFPAM 36-2241, Volume 1, to each senior airman through CMSgt.

•Also individuals competing for senior airman below-the-zone may be issued a copy.

•One copy of AFPAM 36-2241, Volume 2, to each master sergeant through CMSgt.

14.5. Forms Prescribed.

•AF 403, **Request for Special Training.**

•AF 623, **On-the-Job Training Record.**

•AF 623a, **On-the-Job Training Record-Continuation Sheet.**

•AF 797, **Job Qualification Standard Continuation/Command JQS.**

•AF 803, **Report of Task Evaluations.**

•AF 898, **Field Training Requirements Scheduling Document.**

•AF 1098, **Special Task Certification and Recurring Training.**

•AF 3933, **MAJCOM Mission Training Requirements.**

14.5. (AFRC) AFRC Form 56, Upgrade Training Documentation Checklist

MICHAEL D. MCGINTY, Lt General, USAF
DCS/Personnel

Attachment 1

GLOSSARY OF REFERENCES, ABBREVIATIONS, ACRONYMS, AND TERMS

References

AFCAT 36-2223, *USAF Formal Schools*

AFH 36-2235, *Information for Designers of Instructional System*, Volumes 1-11

AFI 16-301, *US Air Force Priority System for Resources Management*

AFI 21-103, *Equipment Inventory, Status, and Utilization*

AFI 36-2101, *Classifying Military Personnel (Officers and Airmen)*

AFI 36-2102, *Base-Level Relocation Procedures*

AFI 36-2110, *Assignments*

AFI 36-2301, *Professional Military Education*

AFI 36-2402, *Officer Evaluation System*

AFI 36-2403, *The Enlisted Evaluation System (EES)*

AFI 36-2601, *Air Force Personnel Survey Program*

AFI 36-2605, *Air Force Military Personnel Testing System*

AFI 36-2608, *Military Personnel Records Systems*

AFI 36-2616, *Trained Personnel Requirements*

AFI 36-2626, *Airmen Retraining Program*

AFI 36-3208, *Administrative Separation of Airmen*

AFI 36-401, *Employee Training and Development*

AFI 36-704, *Discipline and Adverse Actions (PA)*

AFI 37-124, *The Information Collections and Reports (ICR) Management Program*

AFI 37-160, Volume 1, *The Air Force Publications and Forms Management Programs -- Developing and Processing Publications*

AFI 37-161, *Distribution Management*

AFIND 8, *Numerical Index of Specialized Education and Training Publications*

AFMAN 36-2105, *Officer Classification*

AFMAN 36-2107, *Active-Duty Service Commitments (ADSC) and Specified Period of Time Contracts*

AFMAN 36-2108, *Airman Classification*

AFMAN 36-2234, *Instruction System Development*

AFMAN 36-2236, *Guidebook for Air Force Instructors*

AFMAN 36-2245, *Managing Career Field Education and Training*

AFPAM 36-2211, *Guide for Management of Air Force Training Systems*

AFPAM 36-2241, Volumes 1 and 2, *Promotion Fitness Examination, Study Guide*

AFPD 36-22, *Military Training*

AFPD 65-6, *Budget*

AFPD 91-2, *Inspector General Complaints*

ARPCP 45-22, *Guide for USAF Reserve Individual Mobilization Augmentees and Their Supervisors*

DoDD 1322.18, *Military Training, January 9, 1987, with change 1*

DoDD 5000.1*, Defense Acquisition, March 15, 1996*

DoDD 5040.2, *Visual Information (IV), December 7, 1987*

DoDI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training, March 14, 1991*, with change 1

MIL-STD-1379D, *Military Training Programs*

MIL-STD-2167A, *Defense System Software Development*

Abbreviations and Acronyms

AETC—Air Education and Training Command

AFCAT—Air Force Catalog

AFCFM level)—Air Force Career Field Manager (normally Air Staff level)

AFH—Air Force Handout

AFI—Air Force Instruction

AFIND—Air Force Index

AFIT—Air Force Institute of Technology

AFJQS—Air Force Job Qualification Standard

AFMAN—Air Force Manual

AFMC—Air Force Material Command

AFPAM—Air Force Pamphlet

AFPC—Air Force Personnel Center

AFPD—Air Force Policy Directive

AFRES—Air Force Reserve

AFS—Air Force Specialty

AFSC—Air Force Specialty Code

AFTMS—Air Force Training Management System

AIA—Air Intelligence Agency

ALS—Airman Leadership School

ANG—Air National Guard

ARC—Air Reserve Components

ARF—Air Reserve Forces

ARPC—Air Reserve Personnel Center

ARPCP—Air Reserve Personnel Center Pamphlet

ART—Air Reserve Technician

ATP—Ancillary Training Program

AU—Air University

BES—Budget Estimate Submission

BLPS—Base Level Personnel System

BMT—Basic Military Training

CADRE—College for Aerospace Doctrine, Research, and Education

CAFSC—Control Air Force Specialty Code

CBD—Commerce Business Daily

CCAF—Community College of the Air Force

CCPO—Central Civilian Personnel Office

CDC—Career Development Course

CE—Course Examination

CFETP—Career Field Education and Training Plan

CPMC—Civilian Personnel Management Course

CSIL—Customer Service Information Line

CTS—Course Training Standard

DITIS—Defense Instructional Technology Information System

DL—Distance Learning

DOD—Department of Defense

DODD—Department of Defense Directive

DODI—Department of Defense Instruction

DRU—Direct Reporting Unit

DSN—Defense Switched Network

ECI—Extension Course Institute

ESF—Education Services Flight

FEQS—Field Evaluation Questionnaire Summary

FM—Functional Manger (MAJCOM and below)

FOA—Field Operating Agency

FOT and E—Follow-on Operational Test and Evaluation

FTT—Field Training Team

GAS—Graduate Assessment Survey

HSC—Human Systems Center

ICW—Interactive Courseware

IMA—Individual Mobilization Augmentee

IMET—International Military Education and Training

IOT and E—Initial Operational Test and Evaluation

ISD—Instructional System Development

JQS—Job Qualification Standard

LOA—Letter of Offer and Acceptance

MAJCOM—Major Command

MDC—Maintenance Data Collection

MI—Maintenance Instructor

MIL-STD—Military Standard

MK and TS—Military Knowledge and Testing Standard

MMTR—Military Manpower Training Report

MPF—Military Personnel Flight

MPMC—Military Personnel Management Course

MRT—Mission Readiness Training

MSS—Mission Support Squadron

MTL—Master Task Listing

MTP—Master Training Plan

MTS—Mobile Training Set

MTT—Mobile Training Team

NAF—Nonappropriated Fund

NCO—Noncommissioned Officer

NCOIC—Noncommissioned Officer in Charge

O and M—Operation and Maintenance

OCR—Office of Collateral Responsibility

OIC—Officer in Charge

OJT—On-the-job training

OL—Operating Location

OPR—Office of Primary Responsibility

OSR—Occupational Survey Report

PA—Preparing Agency

PB—President's Budget

PC-III—Personnel Concept III

PCS—Permanent Change of Station

PDO—Publication Distribution Office

PDS—Personnel Data System

PFE—Promotion Fitness Exam

PME—Professional Military Education

POC—Point of Contact

PPBS—Planning, Programming, and Budgeting System

QOT and E—Qualification Operational Test and Evaluation

RDT and E—Research, Development, Test, and Evaluation

RFP—Request for Proposal

RTO—Responsible Test Organization

SATP—Security Assistance Training Program

SC—Specialized Courses

SDI—Special Duty Identifier

SKT—Specialty Knowledge Test

SOW—Statement of Work

SPM—Service Program Manager

STP—System Training Plan

STR—Student Training Requirement

STS—Specialty Training Standard

TCF—Test Control Facility

TCO—Test Control Officer

TD—Training Detachment

TDY—Temporary Duty

TIDES—Training Impact Decision System

TOT—Task Oriented Training

TPR—Trained Personnel Requirements

TPT—Training Planning Team

TRQI—Training Requester Quota Identifier

TRS—Training Squadron

TSC—Training Status Code

U and TW—Utilization and Training Workshop

UCMJ—Uniform Code of Military Justice

UETM—Unit Education and Training Manager

UGT—Upgrade Training

URE—Unit Review Exercise

US—United States

USAFR—United States Air Force Reserve

USAFSE—United States Air Force Supervisory Exam

USAFSIA—United States Sir Force Special Investigator Academy

WAPS—Weighted Airman Promotion System

Terms

Advanced Training—A formal course training toward a technical or supervisor level Air Force Specialty (AFS). Training is for selected career airman in the advanced technology of the AFS. Training is normally restricted to senior NCOs. Graduates are not awarded a new AFSC.

Air Education and Training Command (AETC) Course Control Documents (CCDs)—AETC CCDs prescribe the training to be provided in AETC formal courses. These include but are not limited to: course chart, course training standard, plan of instruction and specialty training standard.

Air Force Job Qualification Standard (AFJQS)— A comprehensive task list common to all persons serving in the duty position, which describe a particular job type or duty position.

Air Force Mission Readiness Training Program—Operational and maintenance (O and M) travel and transportation funds that the Air Force uses to aid mission accomplishment by providing formal training when other types of training (ancillary, on-the-job training programs) do not satisfy the requirement.

Air Force Specialty (AFS)—A group of positions (with the same title and code) that require common qualifications.

Air Force Training Management System (AFTMS)—A HQ AFPC managed computer support system that links Air Force units or activities, which use the system for planning, controlling, and allocating formal training throughout the Air Force, including MAJCOM Mission Readiness Training and Field

Training Programs. **EXCEPTION:** Personnel don't use the AFTMS for AMF coded courses.

Ancillary Training—Programs or courses that contribute to mission accomplishment, but are separate from the requirements in an individual's primary Air Force specialty (AFS) or occupational series. Ancillary training ensures that Air Force personnel receive an adequate blend of both general and technical knowledge and capabilities. ATPs fall into three categories:

•Functional and additional duty.

•General.

•Awareness.

Area Support—Field training that a designated Training Detachment (TD) provides to a unit not receiving support from an on-site field training detachment. The designated TD supports more than one US Air Force installation under this arrangement.

Awareness Ancillary Programs—Programs not requiring attendance at formal training sessions or documentation (such as standards of conduct training). Members satisfy requirements informally by:

•Newspaper and bulletin articles.

•Commanders' call topics.

•Read-and-sign items.

Career Field Education and Training Plan (CFETP)— A comprehensive core training document that identifies:

•Life-cycle education and training requirements.

•Training support resources.

•Minimum core task requirements for a specialty.

The CFETP aims to give personnel a clear career path and instills a sense of industry in career field training.

Certification— A formal indication of an individual's ability to perform a task to required standards.

Certification Official— A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

Contract Training—Type I training that receives the same priority funding as Air Force-directed training. It supports initial groups of instructors and operators that the Air Force requires for new or modified weapon systems.

Core Task—Tasks the AFCFM identify as minimum qualification requirements within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

Course Training Standard (CTS)—A training standard that identifies the training that members will receive in a specific course.

Critical Resource—A host-unit provided item taken from its operational role to support field training. Generally refers to an airframe, engine, or other equipment item.

Critical Tasks—Tasks which have been identified by the workcenter supervisor as having a detrimental effect on mission accomplishment if not performed correctly. Critical tasks may or may not be the same

as core tasks but are mandatory if identified as 'critical' to the individual's position by the supervisor or workcenter.

Customer Service Information Line (CSIL)—The CSIL is a 24 hour telephone line for supervisors to call when they have any questions about the training received at any technical training school. Questions are replied to within 5 working days. This system allows HQ AETC to respond quickly to the concerns of the field supervisors. The specific phone numbers to call are printed on the cover page of the applicable training standard.

Distance Learning—Includes video teleseminar (VTS), video teletraining (VTT), and computer based training (CBT). Formal courses that a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor. For instance, courses are offered by Air Force Institute of Technology, Air University, and Training Detachment.

En Route (PCS-Associated) Training—The training of students undergoing a permanent change of station (PCS) while in temporary duty (TDY) status.

External Evaluation—Acquisition and analysis of data from outside the training environment to evaluate the training product in the operating environment.

Familiarization Training—Field training courses that personnel modify to acquaint field personnel with specific weapon systems and subsystems. This training primarily helps supervisory personnel reach their required knowledge level.

Field Training—Technical, operator, and other training that either a TD or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

Field Training Backlog—A backlog of trainees that the Air Force specifically identifies (according to the classifications of "available," "priority," and "total") in order to manage field training requirements more efficiently.

Available Backlog—The number of persons awaiting training and available for class attendance in a particular field training course that a designated field training unit offers (as AF Form 898, **Field Training Requirements Scheduling Document**, documents and validates).

Priority Backlog—The number of persons available for training in a priority course that the servicing field training unit will not be able to conduct within the next 2 months (as AF Form 898, documents and certifies). A priority course is a MAJCOM-designated, work center-related TD course that satisfies basic mission, design, series (MDS) and equipment specific training in sortie producing and job certification skills as HQ USAF identifies (see AFCAT 36-2223, chapter 6). Unit level priority courses are additional courses that the Operations Group (OG) or Logistics Group (LG) commander determines to be priority.

Total Backlog—The total number of persons awaiting training in a particular course that a designated field training unit offers.

Field Training Team (FTT)—A team of TD instructors who conduct on-site training for a specified and limited period of time. FTTs commonly support unit activations and conversions.

Functional and Additional Duty Ancillary Training—Formal training for a specific group of persons in subjects with a direct mission impact and individuals preparing for an additional duty.

General Ancillary Training—Periodic formal training with an indirect mission impact in subjects that apply to all military and civilian personnel.

Go/No Go—The stage at which an individual has gained enough skill, knowledge, and experience to perform the tasks without supervision. Meeting the task standard.

Host Unit—One or more units for which the Air Force sets up an TD based on its projected field training requirement (See "Primary Host Unit").

Initial Skills AFSC Multiphased Training—A three-level Air Force specialty code awarding program consisting of two phases, Phase I involves fundamental training, Phase II is system specific training.

Initial Skills Training—A formal school course that results in an AFSC 3-skill-level award.

Internal Evaluation—Collection of data from within the training environment.

Job Site Training—Formal courses that a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor.

Maintenance Instructor (MI) Augmentee—Sometimes called "task-oriented training (TOT) augmentee," "maintenance trainer," or "training augmentee," current HQ AETC and major command (MAJCOM) agreements call for MIs. The MI is a user provided, highly qualified technician, which the host OG and LG commanders and TD commander or chief jointly approve, who helps a TD instructor conduct TOT. An MI must meet these minimum qualifications:

   •Have reached the 5-skill level.

   •Have 6 months active experience on the system being taught.

   •Be qualified or certified on all course objectives in the applicable TD course.

   •Be "red-X" certified, if any of the course objectives require "red-X" entries in the equipment forms.

Master Task Listing (MTL)—Document maintained within the workcenter that identifies all tasks performed in workcenter. This includes core, critical, position qualification, and wartime tasks. This document can be automated.

Master Training Plan—A comprehensive training plan for a workcenter. It can include the MTL, Qualification Training Packages (QTPs), AFJQS, CFETP, task breakdowns, commercial publications and any other document that supports training.

Mobile Training Team (MTT)—Instructors, trainers, training aids, and operational equipment that formal schools send to bases or operating locations.

Mobile Training Set (MTS)—A portable set of system training equipment, consisting of trainers, training aids, and operational equipment that personnel design for maintenance training in the field.

On-the-Job Training—Hands-on, "over-the-shoulder" training that a duty location uses to certify personnel in both upgrade (skill-level award) and job qualification (position certification) training.

Partial Course—Selected portions of a course that the TD commander or chief and the LG or OG commander jointly approve for presentation and offer on a recurring basis with no need to issue AF Form 1256, **Certificate of Training**.

Primary Host Unit—The organization providing administrative, financial, and facility support to a field training unit.

Qualification Training—Hands-on performance training that personnel design to qualify an airman in a specific position. This training occurs both during and after upgrade training to maintain up-to-date qualifications.

Quality Control—Procedures that authorities set up to evaluate airmen qualifications.

Special Training—Formal courses of instruction that personnel design to meet specific, one-time training needs.

Specialized Skill Training—Air Force specialty training that provides the skills and knowledge needed to perform at an advanced skill level or in a supervisory position. Members receive this training after gaining work experience in an Air Force specialty.

Specialty Training—The total training process (life cycle) used to qualify airmen in their assigned specialty.

Specialty Training Standard (STS)—An Air Force publication that describes skills and knowledges that an airman in a particular Air Force specialty needs on the job. It further serves as a contract between AETC and the user to show the overall training requirements for an Air Force specialty code (AFSC) that the formal schools teaches.

Standard—An exact value, a physical entity, or an abstract concept that the appropriate authority, custom, or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results. A fixed quantity or quality.

Student Training Requirements (STR)—The total number of students that must enter a course to achieve end production, e.g. 100 students (STR) minus elimination (5%) equals 95 graduates (end Production) (see TPR)

Supplemental Training—Training for a portion of an AFS without a change in AFSC. Formal training on new equipment, methods, and technology that are not suited for on-the-job training.

System—A physical device, such as an aircraft or air conditioner, or an organized set of doctrines, principles, and procedures, such as the logistics system or the Enlisted Evaluation System.

Task-Oriented Training (TOT)—System training that emphasizes hands-on practice with the applicable equipment and performance of maintenance tasks.

TD Operating Location (OL)—A field training site geographically separated from its parent TD that supports a continuing training requirement in a limited number of specialties.

Trainer— A trained and certified person who teaches personnel to perform specific tasks through OJT methods. Also, equipment that the trainer uses to teach personnel specified tasks.

Training Capability—The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, study reference materials, and so on in determining a unit's training capability.

Training Detachment (TD)—An AETC detachment that provides maintenance-oriented technical training, at an operational location, on specific systems and their aerospace ground equipment. A TD aims to:

•Qualify personnel on new equipment or in new techniques and procedures.

•Maintain proficiency and to increase skill and knowledge.

•Acquaint personnel with specific systems.

•Keep personnel aware of changing concepts and requirements.

Training Detachment Course Groupings—One of four groups of job related filed training courses described below:

•**Group A - Aircraft Courses.** Maintenance training of specifically identified aircraft and or aircraft systems by Mission, Design, Series.

•**Group B - Communication/Electronic/Missile/Space Systems Courses.** Maintenance training of specialty identified equipment relating to one of these four areas.

•**Group C - Multi-system Courses.** Maintenance training related to one or more aircraft, or items of equipment in Groups A or B; such as with aerospace ground equipment, egress, engines, batteries, munitions, and battle damage repair courses.

•**Group D - General Courses.** Prerequisite, refresher, or general knowledge training not related to specific aircraft or items of equipment; such as digital techniques and technical orders.

Training Equipment—The generic term for items that trainers use to train aircrew, missile, maintenance, support, or operator personnel. Trainers teach with these items by picturing, simulating, or otherwise demonstrating the characteristics of a system, facility, or piece of equipment.

Training Impact Decision System (TIDES)—Decision support system to help functional and training communities balance a specialty's training needs vs resources and requirements to optimize career field management.

Trained Personnel Requirements (TPR)—The end production goal (graduates) of personnel entering an initial skills course, e.g., 95 graduates (TPR) plus elimination (5%) equals 100 students (total entries) see also STR.

Training Provider—An organization that develops or conducts training.

Training Session—Training that trainers conduct based on technical data for a maintenance task that existing courses can't support.

Type-l Training—"Contract training" or "factory training" that AETC arranges for Air Force and other DOD personnel and contractors to conduct at either the contractor's location or a DOD facility.

Type-2 Training—AETC special, resident, one-time training that AETC instructors conduct at an AETC base or operating location to qualify new groups of operations and maintenance personnel working on new or modified weapons systems.

Type-3 Training—AETC regular, resident training (see AFCAT 36-2223). **NOTE:** Some special training requirements may involve this type of training.

Type-4 Training—Special or regular onsite training that TDs or MTTs conduct. These TDs and MTTs consist of AETC instructors that authorities have temporarily assigned to conduct onsite training at operational units.

Type-5 Training.—Special training that Air Force personnel receive from:

•Other services.

•DOD.

•Government agencies.

•Air Force activities other than the AETC or the Aerospace Medical Division of the Air Force Material Command (AFMC).

•Type 6 Training. See "Job Site Training".

•Upgrade Training. Training that leads to the award of a higher skill level.

Attachment 2

CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)

CONTENTS

Part 1: Career Field Information

Preface. Identifies the CFETP purpose and explains parts 1 and 2 in detail. Lists and explains abbreviations and terms relating to the specialty.

Section A. Introduces part 1 and explains how to use the plan.

Section B. Includes:
- •Career progression information.
- •Duties and responsibilities.
- •Training decisions.
- •Career field education and training flowcharts or tables showing both mandatory and optional requirements.
- •Community College of the Air Force (CCAF) degree requirements.

NOTE: Pursuing a degree is not mandatory for career progression.

Section C. Provides a general sense of each skill level with specific specialty knowledge and skills and mandatory requirements for entry, award, and retention of each skill level.

Section D. Indicates resource constraints such as funds, manpower, equipment, and facilities. *NOTE:* The CFETP doesn't include this section if no resource constraints exist.

Part 2: Training Standards

Section A--Specialty Training Standard (STS). Includes the entire STS.

Section B--Course Objective List (Optional). Contains a list of the training objectives to be trained in the formal school.

Section C--OJT Support Materials (Optional). Provides an OJT support package list. **NOTE**: AFIND 8 lists the qualification training packages.

Section D--Training Course Index. Lists courses that are mandatory to career progression. May include optional courses.

Section E--MAJCOM Unique Requirements (Optional). Includes requirements unique to specific MAJCOMs. Each MAJCOM may attach its requirements.

Table A2.1. How To Prepare a CFETP.

	A	B	C	D	E	F	G
L I N E	Required Action	HQ USAF/ DPPE	AF CFM	MAJ COM FM	AETC	AETC TRNG WING	SAF AADP
1	Recommend require-ment for new or revised CFETP.		X	X		X	
2	Coordinate and vali-date requirement.		X				
3	Assign draft CFETP and STS preparation.		X				
4	Prepare and coordinate draft CFETP and STS.		X			X	
5	Review and coordinate draft CFETP and STS.		X	X		X	
6	Provide rationale to AFCFM if you can't use MAJCOM input in formal training.					X	
7	Inform HQ USAF/ DPPE of acceptance or disagreement with AETC rationale.		X				
8	Resolve differences between AFCFM and AETC.	X					
9	Provide MAJCOM career field managers with rationale for not including their input in CFETP and STS.		X				
10	Prepare final CFETP and STS.					X	
11	Certify final CFETP.		X				
12	Edit, notify 2AF/DO to update AFIND 8, prepare functional statement, and send for printing.					X	

	A	B	C	D	E	F	G
L I N E	Required Action	HQ USAF/ DPPE	AF CFM	MAJ COM FM	AETC	AETC TRNG WING	SAF AADP
13	Announce in Air Force publishing bulletin.						X
14	Issue through publish-ing distribution office (PDO).						X
15	Prepare and send AFIND 8 for printing.				X		
16	Publish and distribute AFIND 8.						X

Table A2.2. Steps in Publishing an AFJQS. Follow each step of table A2.2 for preparing, coordinating, approving, publishing, issuing, announcing, and indexing an AFJQS.

	A	B	C	D
L I N E	Action Required	AF CFM	MAJ COM FM	SAF AADP
1	Identify requirement for new or revised AFJQS.	X	X	
2	Prepare, approve, and begin Air Force-wide coordination of a draft AFJQS.	X	X*	
3	Review and coordinate draft AFJQS.		X	
4	Prepare final AFJQS.	X	X*	
5	Approve final AFJQS.	X		
6	Send AFJQS for printing. Recom-mend initial quantity.	X		
7	Announce in AF PB.			X
8	Issue (through the PDO).			X
9	Notify 2AF/DO to include AFJQS in AFIND 8.	X		
10	Review annually.	X	X*	
11	Notify 2 AF/DO of AFJQS status.	X		

* When assigned as AFJQS OPR by AFCFM

Attachment 3

CAREER DEVELOPMENT COURSE ADMINISTRATION

Table A3.1. Career Development Course Administration.

	A	B
L I N E	Processing Stage or Situation	Situation
1	Airman is placed in qualification/ transition training, or UGT status	The supervisor or unit training manager determines CDC requirements by reviewing the CFETP, STS, and ECI List of AFSCs with CDCs Required. Trainee must complete the CDC that is required when they entered UGT, refer to "List of AFSCs with CDCs Required", unless the AFCFM publishes specific effective dates for newly activated or deactivated courses. Trainees are not normally required to retake CDC's previously completed; however, if there have been major changes in the AFSC or CDC, the commander/supervisor may require the trainee to enroll. If enrolled under this provision, enrollment becomes a mandatory requirement.
2	A CDC is not required or not available	The supervisor identifies STS training references that trainees require for career knowledge training and ensures, as a minimum, that trainers cover the mandatory items in AFMAN 36-2108 (See Note 4 at the end of this attachment). The trainee: Completes a study of STS references. Undergoes evaluation by the task certifier. Receives certification on the STS or AFJQS.
3	CDC is required and available	The base training manager or units with PC-III capability request enrollment in the applicable CDC. Do not enroll trainees in more than one mandatory CDC at a time unless specified by the AFCFM. For IMAs, contact HQ ARPC Education and Training Office. The supervisor makes every effort to notify the IMA of the CDC enrollment and arrange for issue of CDC material.
4	A CDC is received	The unit training manager issues CDC material to the supervisor and trainee (in accordance with established security policy) and briefs the supervisor and trainee on the proper use of the CDC and materials The supervisor and trainee conduct an inventory of course material. The trainee makes all necessary course corrections.
5	Trainee issued CDC volume	The supervisor: Checks course corrections. Selects volume sequence of study. Issues first volume. Sets up estimated volume (normally no more than 30 days per volume, ANG and IMAs 60 days) and overall course completion schedule in duplicate and forwards a copy to the unit training manager.

	A	B
L I N E	Processing Stage or Situation	Situation
6	Trainee completes unit review exercise	The trainee answers the unit review exercise (URE) questions. The URE is an "open book" teaching device, not a "test." The trainee transfers answers to ECI Form 34, **Field Scoring Sheet**. The supervisor: Conducts review training on the areas missed. Fills in the bottom of ECI Form 34. Certifies that the trainee has completed review training by completing the bottom of ECI Form 34. Keeps completed ECI Forms 34 in the airman's training record until course completion. Counsels trainee and documents AF Form 623a, as necessary. Issues the next volume. The supervisor or the training manager (if CC directed) scores the URE and places ECI Form 34 in the training record and gives results to the trainee.
7	Trainee exceeds volume completion time limits that the supervisor sets up	The supervisor: Determines the reason for slow progress. Counsels the trainee. As required, documents the counseling and places the trainee in supervised study (see Notes 2 and 3 at the end of this attachment). Coordinates CDC enrollment extensions through the unit and base training manager, as necessary. Coordinates address changes with the unit training manager for individuals PCAing or PCSing.
8	Trainee completes last URE	The supervisor: Starts reviewing the entire CDC with the trainee to prepare for the CE. Makes every effort to contact the IMA and arrange for a comprehensive review. Notifies the unit training manager to request a course exam (CE) throughbase training.
9	Course examination arrives on station and base training administers examination	The base education and training manager notifies the supervisor through the unit training manager. The unit training manager schedules the trainee for the examination. The supervisor ensures that the trainee has completed the review of the course, is ready to test, and takes the test as scheduled. For IMA's: The supervisor contacts the IMA and arranges a CE date, with consideration for the IMA's duty schedule. The supervisor and trainee: Fill out CDC questionnaires. (Optional) Include specific comments on the adequacy of the course. Give the base training manager a copy of the questionnaire (through the unit training manager) when they identify serious CDC deficiencies that require quick attention. Return the CDC questionnaires to ECI.
10	Satisfactory course exam results are received	The base education and training manager: Fills in the control log for mandatory CDC exams. Sends the ECI Form 9 to the unit. Destroys the examination. The supervisor places the ECI Form 9 in the Training Record until trainee completes UGT or qualification training.

	A	B
L I N E	Processing Stage or Situation	Situation
11	Initial unsatisfactory course exam results are received	The base education and training manager: Fills in the control log for mandatory CDC exams. Submits ECI Form 9 to the unit for inclusion in the training record. Destroys the examination. The unit commander, with help from the unit education and training manager or base education and training manager, interviews the supervisor and trainee to determine the reason for the failure and corrective action required. The unit commander considers: The adequacy of the CDC content and program management. The airman's understanding of the course content. The airman's motivation and study habits. The supervisor's involvement. The airman's reading and test-taking ability. The unit commander counsels and places the trainee in supervised review training (see *Notes 2 and 3* at the end of this attachment). The supervisor: Conducts the required review training with the trainee. Certifies that the trainee has completed review training on the ECI Form 9. Notifies unit ETM to schedule retake exam.
12	Second unsatisfactory course exam results are received	The base education and training manager: Fills in the control log for mandatory CDC exams. Sends the ECI Form 9 to the unit for inclusion in the training record. Destroys the exam. The unit commander, with help from the unit education and training manager or base education and training manager, interviews the supervisor and trainee to determine the reason for the failure. After reviewing the facts, the unit commander decides on one of these options: Keep the airman in training, provide, evaluate, and certify career knowledge according to Line 2 of this table, and upon successful completion, request a waiver of the CDC requirement. (see *NOTE* 5 at end of attachment) Withdraw the airman for failing to progress and evaluate for future reentry into UGT and waiving of the CDC requirement (see attachment 6, Code T, Note A). Withdraw the airman for failing to progress, request AFSC withdrawal, and recommend retraining or return to a previously awarded AFSC (see attachment 6, Code T, Note B). Withdraw the airman for failing to progress and pursue separation (see attachment 6, Code T, Note C). The unit commander informs the trainee and supervisor of the option to be taken and initiates the appropriate actions (see *Notes 2 and 3* at the end of this attachment). The trainee may not reenroll in the CDC or revised version of CDC.

	A	B
L I N E	Processing Stage or Situation	Situation
13	Reactivation procedures for expired enrollments	Wing commanders or equivalent may approve reactivations if the period of disenrollment is 90 days or less. Reactivations beyond 90 days must be processed on a case-by-case basis for MAJCOM E and T approval. There can only be one re-activation granted. Courses deactivated by the AFCFM can not be reactivated. Trainee must complete the new course, if no new course is available follow waiver instructions. See Note 6 for processing requirements.

NOTES:

1. Prior to requesting a CDC waiver supervisors identify all STS items corresponding to the areas covered by the CDC when using this option to provide career knowledge training to trainees who failed the course exam twice.

2. Counseling must cover:

   •Strengths.

   •Areas needing improvement.

   •Attitude.

   •Ways to improve.

   •Trainee's overall responsibility to be prepared for the retest.

   •Evaluate possibility of learning/reading deficiencies.

3. Summarize counseling on AF Form 623a or other nonform substitutes, as appropriate.

4. AFCFMs determine whether trainees are required to complete a CDC released after these individuals have entered UGT or position qualification.

5.   Individual waiver requests are processed through the unit commander, base training/MPF, to the individuals wing CC or equivalent for decision and/or approval/disapproval. **EXCEPTION:** AFSC 3E7X1, Fire Protection waivers must be approved by the AFCFM.

Base Training will report statistics to the MAJCOM quarterly, with an info copy to MAJCOM of tenant units.

6. Reactivation will be processed through Base Education Manager for tracking purposes. The request must include:

   •Name and SSN of enrollee.

   •Current address.

   •MAJCOM.

   •Current Test Control Facility (TCF) and Identification Zip/Shred.

   •Course to be reactivated.

•Original Enrollment Date.

•Justification.

•Whether an exam is needed or not.

Requests for reactivation are forwarded to CADRE/EDE by the approval authority.

Attachment 4

TRAINING STATUS CODES AND DEFINITIONS

Table A4.1. Training Status Codes and Definitions.

	A	B
L I N E	Training Status Code	Definition
1	A	The airman is in UGT for the initial award of a 3-skill level AFSC.
2	B	The airman is receiving 3-skill level experience or is in UGT for the initial award of a 5-skill-level AFSC.
3	C	The airman is in UGT for the initial award of a 7-skill level AFSC. The airman must be a SSgt select or above.
4	D	The airman has received the highest skill level possible at the current grade and is receiving hands-on, performance-based training to qualify in a specific position. This code is applicable to personnel in transition training or any other qualification training program. Airmen must remain in this TSC until they qualify in all tasks required for the position.
5	E	The airman is retraining from an AFSC awarded at the 3- or higher skill level and is in UGT for subsequent award of a 3-skill level AFSC. This code includes previously awarded AFSCs (see AFI 36-2101).
6	F	The airman is retraining from an AFSC awarded at the 5- or higher skill level and is receiving 3-skill-level experience or is in UGT for subsequent award of a 5-skill-level AFSC. This code includes previously awarded AFSCs and 3-skill-level AFSCs having no 5-skill level (see AFI 36-2101).
7	G	The airman is retraining from an AFSC awarded at the 7- or higher skill level and is in UGT for subsequent award of a 7-skill-level AFSC. This code includes previously awarded AFSCs (see AFI 36-2101). The airman must be a SSgt or above.
8	I	The airman is in requalification training and meets each of these criteria: Is a SrA, Sgt, SSgt, or TSgt. Returned to an AFSC at the highest skill level possible with their current grade from an AFSC, reporting identifier, or special duty identifier. Has not performed in the AFSC for at least the past 6 months. Do not use this code for prior service airmen or former officers.
9	K	The airman is attending basic military training or a skill-level-awarding technical school. This code also applies to those in follow-on training. This code does not apply to 7-skill level awarding courses.

	A	B
L I N E	Training Status Code	Definition
10	M	The airman has approved retraining via a formal school, the CAFSC has changed to the retraining AFSC, and the airman is awaiting to attend class. For ANG/AFRES personnel awaiting entry into a formal school and CAFSC is a 1-skill level. Not to exceed 12 months.
11	P	The airman cannot enter or continue in UGT due to the lack of a training capability at the assigned or TDY installation or because of duty status (for example, AFSC withdrawn, in confinement, Absent Without Leave (AWOL), hospitalized, officer trainee or selectee, assigned out of the control AFSC, decertified from the personnel reliability program (temporary and permanent), and pregnancy). Use this code when a training capability is not available for upgrade or qualification training. Submit an explanation of circumstances surrounding a lack of UGT capability through the unit, base, MAJCOM, FOA, or ARC education and training managers to the functional manager for action. Use this code when an individual has been eliminated from a formal training course pending reclassification/separation. This TSC doesn't permit waiving the dislocation allowance or other PCS restriction in AFI 36-2110. This code also applies to airmen: This code also applies to airmen: Attending the Defense Language Institute. Awaiting security clearance when no specialty training is available. Unable to enroll in a classified CDC. Return airmen out of their control AFSC for more than 130 days, 270 days for temporary PRP decertification, to duty immediately and reenter them into training in the control AFSC or recommend them for retraining according to AFI 36-2204, whichever is appropriate (see AFI 36-2101).
12	R	The airman is fully qualified. Use this code when personnel complete UGT and position qualification training.
13	S	The airman is directly or indirectly changing to another AFSC at the same skill level of their previous AFSC. Only HQ AFPC will update this code.

	A	B
L I N E	Training Status Code	Definition
14	T	The commander is not recommending the airman for entry into training or withdraws the airman from training for failure to progress. This code includes airmen who fail to complete formal training mandatory for award of a 5- or 7-skill level (see AFCAT 36-2223 for policy on eliminees). This code also applies to airmen who fail to complete qualification training requirements levied by AFCFMs (e.g., CDCs, transition and multi-skills training). The commander notifies airmen of the reason for entry in this TSC and advises them of the action required to qualify for training at a later date (see Notes for processing instructions at the end of this attachment.) Individuals in this code are ineligible for reassignment, reenlistment, or promotion. They remain ineligible for promotion for the entire cycle to include loss of promotion sequence number if applicable. Don't use this TSC instead of necessary administrative or disciplinary action. Commander will evaluate member at least every 90 days in writing and forward a copy of the evaluation to base training. Keep airmen in this TSC until separated, reclassified, or reinstated.
15	Y	The airman does not appear on the computer file or MSS has not processed the airman.

NOTE: Process case files for an airman that authorities recommend for withdrawal from training for failing to progress (TSC "T") according to option A, B, or C:

OPTION A. If the commander and supervisor recommend withdrawal from UGT or mandatory qualification training identified by the AFCFM and justify their recommendation on AF Form 2096, with agreement from the base education and training manager and trainee, then base education and training manager approves:

- •The withdrawal from training and continuation in the airman's present AFSC until DOS or separation.

- •The commander enters the following statement in the remarks section of AF Form 2096 and has the trainee sign it: "I have been briefed on my ineligibility for promotion, reenlistment, and reassignment while withdrawn from training and understand that removal from UGT may result in separation under the provisions of AFI 36-3208, *Administrative Separation of Airmen*."

- •Commanders evaluate these individuals to determine their eligibility to reenter training every 90 days.

OPTION B. If either the base education and training manager or trainee does not agree with the withdrawal from UGT or mandatory qualification training identified by the AFCFM, or if the commander and supervisor recommend withdrawal of the AFSC:

- •The military personnel flight (MPF) chief and/or Education Flight chief submits documents (last three performance reports, training documentation, and medical evaluations, if appropriate) to the

parent MAJCOM with a cover letter suggesting the course of action (instead of marking final action in Section VII of AF Form 2096).

•The MAJCOM training manager coordinates with the MAJCOM functional manager to determine if the airman:

(1) Will continue in training.

(2) Must withdraw from UGT and continue in the present AFSC. If the MAJCOM believes that the trainee has the potential to advance further, the commander (after evaluation) may allow the airman to reenter training. However, such individuals must demonstrate through self-improvement efforts that they are qualified for additional training.

(3) Will receive disqualification from the AFSC (see AFIs 36-2101 and 36-2204) and return to a previously awarded AFS, if applicable.

(4) Will receive disqualification from the AFSC (see AFIs 36-2101 and 36-2204) and retrain in another AFSC for which the airman is better qualified only when extenuating circumstances warrant retention of airman.

OPTION C. If appropriate, the commander evaluates the airman for separation from the Air Force according to AFI 36-3208.

Attachment 5

TRAINING DETACHMENT (TD) POLICY AND PROCEDURES

A5.1. The 982 Training Group (TRG). The 982 Training Group TRG manages the resource requirements for the TD program and performs the following:

A5.1.1. Works with the supported MAJCOMs to approve:

•Activation.

•Deactivation.

•Relocation.

•Discontinuance of field training support units.

A5.1.2. Ensures that personnel notify supported MAJCOM/LG and functional training managers when it can't complete training.

A5.1.3. Determines instructor staffing for TDs and ensures that facilities are available/identified.

A5.1.4. Schedules personnel for en route training before overseas assignments when the gaining MAJCOM requests.

A5.1.5. Validates en route training requirements to overseas commands no later than 6 months before the quarter it provides training.

A5.1.6. Sets up class schedules for special training in accordance with the **Table A5.1.**

Table A5.1. TD Scheduling Priorities.

	A	B
L I N E	PRIORITY	TYPE OF TRAINING SUPPORTED
1	1	Activations and conversions
2	2	Enroute-short tour
3	3	Initial skills
4	4	Enroute-long tour
5	5	MAJCOM priority
6	6	Security Assistance Training Program (SATP)
7	7	Unit priority
8	8	Other

A5.1.7. Sends class rosters of en route students for the gaining TD to receive no later than 45 days before the class start date.

A5.1.8. Cancels en route training allocations when, after coordinating with the affected MAJCOM training office, it cannot identify students' names 45 or more days before the class start date.

A5.1.9. Requires TD instructors who perform maintenance or clear aircraft discrepancies to graduate under the host unit's maintenance standardization evaluation program or quality assurance program.

A5.1.10. Determines the distribution and provides for transport of mobile training sets.

A5.1.11. Provides maintenance for TD training equipment if not covered by CLS.

A5.1.12. Provides a statement of facility requirements to the host MAJCOM through the host-base civil engineer and OG/LG commanders.

A5.1.12.1. Uses the following criteria to determine TD facility requirements:

A5.1.12.2. Satisfy peculiar training requirements by providing varied trainer configurations, radiation transmission, electromagnetic hazard containments, and electrical, pneudraulic, and environmental control requirements.

A5.1.12.3. For TDs using mobile training sets (MTS), provide class and trainer rooms on the ground floor of the building. Consider unique door and access limitations.

A5.1.12.4. Collocate TDs with the maintenance organization supported and next to the training management office. Avoid placing TD classrooms close to runways, taxiways, engine test and run facilities or power generation plants as they do not provide a proper learning environment.

A5.1.12.5. Provide each TD and OL, depending on its size and equipment, sanitary facilities; environmental control, and space for offices, technical order library, instructor training room, storage room, and student break room.

A5.1.12.6. Determine space requirements for TDs without MTSs by considering the requirement for trained personnel.

A5.1.12.7. See AFCAT 36-2223 for classroom and power requirements for TDs with assigned MTSs.

A5.1.12.8. Obtain facility and power requirements for the Space Support Program from the training group administering the programs.

A5.1.12.9. Use secure classrooms where required for classified subjects.

A5.1.13. Course Development and Use.

A5.1.13.1. Develops courses as described in this AFI.

A5.1.13.2. Sends CTS and course chart to MAJCOM functional managers through MAJCOM DPAT for coordination before final approval.

A5.1.14. Training Equipment.

A5.1.14.1. Manages and controls training equipment as specified in AFPAM 36-2211.

A5.1.14.2. Determines distribution and provides for transportation of MTSs.

A5.1.14.3. Establishes responsibility and provides guidance for performing organizational and intermediate maintenance of possessed training equipment.

A5.2. MAJCOMs, FOAs, and DRUs.

A5.2.1. Ensure that career field managers coordinate with field units to determine training requirements for the TD to support and notify the AFCFM of TD requirements.

A5.2.2. Submit requirements for TD support and keep the servicing TD informed of changes in scheduled requirements.

A5.2.3. Ensure that personnel identify student names, course numbers, and gaining TDs en route to the 982nd TRG, through the AFTMS, so that it can send data to the gaining TD 45 or more days before the class start date.

A5.2.4. Ensure that personnel selected for attendance at TD courses for which authorities have issued AF Forms 1256 have a minimum of 6 months retention from the date of graduation.

A5.2.5. Identify priority courses (see **Table A5.1.**).

A5.2.6. Ensure that the host training management office conducts a monthly maintenance scheduling meeting to verify and schedule TD backlogs.

A5.2.6.1. The serviced unit's training management office begins preparing AF Form 898, and the TD completes it.

A5.2.7. Ensure that host bases provide administrative and logistics support for the TDs.

A5.2.7.1. Attach students in TDY status to the host units organization for administrative support: See AFCAT 36-2223.

A5.2.8. Provide data automation services to support the Maintenance Data Collection (MDC) System (see the 00-20 series of technical orders) and training equipment reporting according to AFI 21-103, *Equipment Inventory, Status, and Utilization.*

A5.2.9. Maintain the accountability of TD-assigned equipment on the Equipment Authorized Inventory Data Report in the host unit's equipment management office.

A5.2.10. Maintain a local list of TD instructors certified to clear "red-X" conditions.

A5.2.11. Budget funds for student intracommand TDYs.

A5.2.12. Notify the appropriate field training squadron (FLDTS) of TDY requirements for instructors.

A5.2.12.1. Coordinate overseas instructor movements with the affected MAJCOM training office and the 982 TRG/TTR.

A5.2.13. Annually review and evaluate AETC course documents and MAJCOM AFS-related courses.

A5.2.13.1. Evaluate the effectiveness of TD graduates through direct observation of performance and formal task evaluation.

A5.2.14. Provide TD-supported units with resources according to the course chart.

A5.2.14.1. Provide facilities for TDs to support the training mission which are suitable to a proper learning environment. This instruction and AFI 32-1024 are guides for satisfying training facility requirements.

A5.2.15. Schedule technical school graduates for follow-on training and support officers for Enroute training.

A5.2.15.1. Schedule TD follow-on training for airman technical school graduates as directed by the gaining MAJCOM. Assignment Instruction Code (AIC) "9NT" is input into AFTMS for air-

men when additional TD training is required immediately on completing the AFSC awarding course and before arrival at the first permanent duty station.

A5.3. Requesting Field Training Instructor Support. When requesting field training instructor support:

A5.3.1. Host units coordinate their requirements through the local TD before sending them to the owning MAJCOM for approval.

A5.3.2. MAJCOMs send the request to the applicable TRS to determine instructor availability.

A5.3.3. The TRS publishes TDY orders if it can support the request.

A5.4. Prioritizing Field Training Scheduling. When prioritizing field training scheduling:

A5.4.1. TD personnel use **Table A5.1.** as a guide for validated training requirements that exceed TD capabilities and treat requests for training on short notice as one-time needs.

A5.4.1.1. MAJCOM career field managers will send requests to waive scheduling priorities to HQ USAF/LGMM for approval and priority waivers for STP requirements through HQ USAF/PRIM to HQ USAF/LGMM for approval.

A5.4.2. Personnel raise host-unit backlogs in courses identified as "MAJCOM Priority" to Priority 5 after 2 consecutive months and certify the new priority via AF Form 898.

A5.4.2.1. The training provider sets aside a minimum of one host seat in each "MAJCOM Priority" course until it uses up the host backlog.

A5.4.3. Personnel resolve conflicting schedules that affect multiple host units at monthly TD-host scheduling meetings.

A5.4.3.1. MAJCOMs apply the priority ratings of AFI 16-301, *US Air Force Priority System for Resources Management*, to resolve disagreements.

Attachment 6

**PRIORITY RANKING SYSTEM
"LEVELS OF URGENCY"**

A6.1. Mission Readiness Training. Mission Readiness Training must be prioritized by each MAJCOM and/or Organization according to its capabilities to meet the Air Force mission. Use the following priority definitions:

A6.2. Level 1--Mission Accomplishment. Accomplishment of the Air Force mission objective will not occur if the training requirement is not satisfied. As the most urgent level, these requirements take priority over all other MAJCOM training requirements. In using this rating, Commanders are saying the training is critical for accomplishing the day to day mission and, <u>if Air Force funds cannot support the need, then unit funds will be used because the training is essential</u>.

A6.3. Level 2--Mission Sustainment. Training required to <u>maintain</u> the Air Force's readiness posture. This training is needed to minimize the erosion factor.

A6.4. Level 3--Mission Enhancement. Training that fosters the effective use of resource to improve Air Force's mission capability.

Attachment 7

COURSE PLACEMENT DECISION LOGIC PROCESS

A7.1. Definitions.

    A7.1.1. Training. The process of teaching students specific skills to be performed under defined conditions.

    A7.1.2. Education. The process of teaching students a body of knowledge designed to prepare them to deal with situations and solve problems not yet defined.

Table A7.1. Course Definitions.

FLYING TRAINING COVERS	TECHNICAL TRAINING COVERS	EDUCATION COVERS
Undergraduate Flying Training	3 Level AFSC Awarding	Graduate
Near mission ready Air Crew	Initial Skills	Professional Military Education
Supplemental Skills, i.e. instructor	Supplemental Skills	Professional Continuing Education
		Precommissioning Programs

Table A7.2. Discriminator List.

	TRAINING	EDUCATION
DESIRED OUTCOME	Qualified Technician	Professional Development
	- Prepared to apply a specific skill in a defined job	- Prepared to deal with future problems requiring originality and creativity
FACULTY/INSTRUCTOR QUALIFICATIONS	Specific Technical Qualifications in AF Specialty	Broad Experience in Career Field
CURRICULUM	Structured Lesson Plans	Flexible Lesson Plans
PROCESS	Frequent Demonstrations and Performances Criterion Testing	Frequent Seminars and Case Studies Conceptual Evaluation

A7.2. Course Placement Decision Process.

A7.2.1. Does the course require employment of aircraft (sorties)? If yes, it is flying training course; if not, go to the next step.

A7.2.2. Does the course meet the majority of the characteristics of training? If yes, it is a technical training course; if not, go to the next step.

A7.2.3. Does the course meet the majority of the characteristics of education? If yes, it's an education course; if not, go to the next step.

A7.2.4. There will be certain courses that fall into a "gray" area and these should be evaluated from a geographical perspective. Certain considerations will be important in deciding where the course should be placed. Consider environmental, operational, economic and political considerations before making a decision. If a decision still cannot be made from the above, go to the last step in the process.

A7.2.5. Customer preference.

Attachment 8

INITIAL SKILL AFSC MULTIPHASED TRAINING PROCEDURES

A8.1. HQ USAF.

A8.1.1. HQ USAF/DPXPS.

A8.1.1.1. Establishes policy for initial skill AFSC multiphased training programs.

A8.1.1.2. Furnishes program guidance and planning data.

A8.1.1.3. Develops enlisted Trained Personnel Requirements (TPR) by AFSC and shreds.

A8.1.1.4. Exercises final authority over the scope of multiphased training programs.

A8.1.1.5. Coordinates actions with the HQ USAF functional manager (HQ USAF/LGM) and monitors programs effectiveness.

A8.1.1.6. Programs multiphased training resources that fall within Major Force Program VII (Training, Medical, and other General Personnel Activities).

A8.1.1.7. Provides policy guidance on Air Force retraining program.

A8.1.2. HQ USAF/LGM.

A8.1.2.1. Provides functional guidance to HQ USAF/DPXPS in developing the enlisted TPR.

A8.1.2.2. Coordinates on MAJCOM identified resource requirements.

A8.1.2.3. Ensures that initial skill multiphased training programs are consistent with functional policy and organizational structure requirements.

A8.1.2.4. Provides MAJCOMs with guidance for scheduling aircraft and support equipment required to meet training objective.

A8.1.2.5. Provides guidance on the standardized role of MAJCOM quality assurance programs in the evaluation of multiphased training graduates.

A8.1.2.6. Monitors program effectiveness in conjunction with HQ USAF/DPXPS.

A8.2. AFPC.

A8.2.1. DPAAD--Assists Air Education and Training Command (AETC) and MAJCOM offices of primary responsibility (OPR) in minimizing fluctuations in assignments of graduates.

A8.2.2. DPAAD--Provides percentages of trainees, by shred, for designated multiphased courses that are consolidated into AFSC TPR by HQ USAF/DPXPS.

A8.2.3. DPAA--Provides weekly no-name allocations to MAJCOMs for review before name match.

A8.2.4. DPAIP--Provides assignment policy guidance.

A8.2.5. DPAAD--Determines acceptability of, and acts on requests for, diversion of multiphased training students from gaining MAJCOMs.

A8.2.6. DPSFM--Provides policy guidance on base level personnel processing procedures.

A8.2.7. DPPAET--Administers the Air Force retraining program to meet TPR objectives.

A8.3. HQ AETC.

A8.3.1. AETC/DO.

A8.3.1.1. Exercise operational and organizational control over initial skill multiphased training programs.

A8.3.1.2. Identifies and programs HQ AETC resources (manpower, equipment, funding, facilities, etc.) required to implement multiphased training programs.

A8.3.1.3. Is the OPR for multiphased training programs and provides policy, guidance, and assistance to the technical training wings.

A8.3.1.4. Ensures responsible HQ AETC agencies develop STSs for affected AFSCs.

A8.3.1.5. Develops alternative training strategies to use when training deficiencies are projected or identified, such as rerouting students to where capabilities exist.

A8.3.1.6. Monitors implementation and operation of approved multiphased training programs.

A8.3.1.7. Provides policy guidance and assistance to the 982 TRG.

A8.3.1.8. Ensures student progress data are exchanged between phases or instruction to facilitate student administration.

A8.3.2. 2 AF/DOP.

A8.3.2.1. 2AF is responsible for student pipeline flow procedures.

A8.3.2.2. Develops multiphased student pipeline flow management procedures with the Air Force Personnel Center, appropriate training wings, 982 Training Group (TRG), and MAJCOMs.

A8.3.2.3. Coordinates retraining actions with AFPC/DPPAET.

A8.3.3. TRWs.

A8.3.3.1. Manage the resident courses of multiphased training programs.

A8.3.3.2. Exercise operational and administrative control over students enrolled in resident courses.

A8.3.3.3. Conduct assigned training courses according to established multiphased training policy and directives.

A8.3.3.4. Update the Personnel Data System (Training) with student status changes (for example, washback, elimination, or administrative hold) to allow the 982 TRG to reschedule Phase II training.

A8.3.3.5. Resolve student end-assignment discrepancies through coordination with HQ AFPC and MAJCOMs.

A8.3.3.6. Develop procedures to ensure the exchange of student progress documentation (AETC Form 156) between Phase I and Phase II OPRs for those students who experience difficulty in meeting the objectives of the Phase I course (as demonstrated by washback, repeat, etc.)

A8.3.4. 982 TRG.

A8.3.4.1. Manages the TD portion of multiphased training programs.

A8.3.4.2. Schedules training programs involving TD training.

A8.3.4.3. Identifies and resolves problems caused by the short-term limitation of training capability and resources. Notifies HQ AETC/DOO and requests assistance, if necessary.

A8.3.4.4. Establishes specific Phase II TD class entry procedures, schedules, and dates based upon projected TPR requirements. Provides class schedules to the affected TD.

A8.3.4.5. Establishes a student elimination standard based on a percentage of the total course duration spent remedial training during Phase II. Monitors student elimination trends for further actions, as necessary.

A8.3.4.6. Coordinates with MAJCOMs on the distribution of weapon system training for students being assigned to multiple weapon system locations.

A8.3.4.7. Ensures assigned students complete Phase II training before oversea movement.

A8.3.4.8. Coordinates with gaining units to identify specific Phase II course (s) of training required for AFSCs having more than one entry level Phase II course.

A8.3.4.9. Resolves discrepancies in student end-assignment through coordination with HQ AFPC and MAJCOMs for Phase II training.

A8.3.4.10. Identifies resources (equipment and facilities) needed to support projected Phase II TPR requirements to HQ AETC/DOO.

A8.3.4.11. Establishes procedures to ensure that host bases involved in multiphased training are provided lists of personal retention items and organizational equipment need to support all (including en route) Phase II students. Lists must be provided in sufficient time to allow for PPBS actions.

A8.3.4.12. Develops procedures to ensure the exchange of periodic evaluation trend data between Phase II and Phase I course of instructions.

A8.4. MAJCOMs.

A8.4.1. MAJCOM/DP. Review and make appropriate changes to student no-name allocations.

A8.4.2. MAJCOM/LG.

A8.4.2.1. Establishes procedures to ensure that units involved in multiphased training programs provide for the supervision and employment of trainees before they enter Phase II training, and for all available time beyond the normal TD training day during Phase II training.

A8.4.2.2. Establishes procedures to ensure that units involved in multiphased training programs provide aircraft/equipment in support of Phase II Task Oriented Training (TOT). ***Note: Not applicable to the Air National Guard.***

A8.4.2.3. Designates a functional training manager to coordinate with the 982 TRG in determining short-term management actions to train Phase II backlogs.

A8.4.2.4. Coordinates alternate training methods with 982 TRG to accommodate temporary surges or nonavailability to support equipment needed to continue Phase II TOT.

A8.4.2.5. Establishes procedures to ensure that units involved in multiphased training programs provide TOT augmentees as agreed upon between HQ AETC and MAJCOMs.

A8.4.2.6. Establishes procedures to ensure that bases involved in multiphased training programs provide the personal retention items and organizational equipment need for Phase II training.

A8.4.2.7. Identifies requirements for facilities which are above command approval authority, through civil engineering channels, to HQ USAF/LG.

A8.5. Servicing Military Personnel Flight (MPF).

A8.5.1. TRW Servicing MPF.

A8.5.1.1. Publishes and amends student orders to show TD class dates and temporary duty (TDY) en route information for active force personnel, and furnishes copies of the orders to the end-assignment unit.

A8.5.1.2. Notifies the 982 TRG of student diversions and assignment swaps.

A8.5.1.3. Provides support in processing student elimination from Phase I training.

A8.5.1.4. Ensures that all relocation processing incident to permanent change of station (PCS), as explained in AFI 36-2102, *Base Level Relocation Procedures*, is completed before a student's departure form the resident training wing. Passports and visas that cannot be finalized before departure, will be sent to the airman's TDY location. Personnel records will be hand-carried by all students according to AFI 36-2608, *Military Personnel Records System*, and turned in to the end assignment MPF during in-processing.

A8.5.1.5. Ensures that students with end assignments overseas arrive at continental United States (CONUS) training locations before oversea movement.

A8.5.2. Phase II Servicing MPF.

A8.5.2.1. Servicing MPF/DPMUOS at Phase II training locations. Advises end-assignment training management office (MAT) and HQ AFPC/DPAAD6 of delays of TDY students.

A8.5.2.2. Servicing MPF/DPMUM at end-assignment. Gains members to its files. See **A8.6.1.** thru **A8.10.7.**

A8.5.2.3. Servicing MPF/DPMPC at end-assignment. Ensures the three-skill level is awarded on the initial duty assignment.

A8.5.3. ARF MPF.

A8.5.3.1. Publish orders for ARF personnel covering the entire period to TDY to include total training itinerary.

A8.5.3.2. Publish all amendments to ARF students' orders. In case of limited time, amendments may be made by message to the appropriate AETC training wing servicing MPF.

A8.6. Multiphased Training Procedures.

A8.6.1. Student Management.

A8.6.1.1. Student Control.

A8.6.1.1.1. Normal PCS to End-Assignment. Gaining squadron commander will have morale, welfare, Uniform Code of Military Justice, billeting, and all other normal responsibilities. The maintenance training management (MAT) office will ensure scheduled Phase II

training has priority over all base incoming newcomers treatment and orientation (INTRO) and ancillary training.

A8.6.1.1.2. TDY En Route to End-Assignment. Students will be attached to the host organization designated in AFCAT 36-2223, chapter 6, for administrative support with orders indicating duty with the appropriate TD. The Air Base Group or equivalent functional unit must establish procedures for support. The MPF at the en route location will provide the same personnel services normally extended to TDY personnel. En route base will obtain port calls for airman TDY in excess of 30 days as explained in AFI 36-2102.

A8.6.1.1.3. Housing for TDY Multiphased Trainees. The housing of TDY multiphased trainees will be done as explained in AFI 32-6005, *Unaccompanied Housing Management*.

A8.6.1.1.4. Student Personnel Records. Personnel records will be handcarried by all students according to AFI 36-2608. End-assignment trainees will turn in records to the servicing MPF upon in-processing. TDY en route trainees will retain their records until arrival at their final end-assignment, at which time their records will be turned in to the servicing MPF. An exception to this policy applies to cases involving student eliminee actions outlined in AFI 36-2608 which require records to be turned over to the local servicing MPF.

A8.6.1.1.5. Leave Policy. Ordinary leave between the two phases of training will not normally be granted. Exception to this policy will be at the discretion of the training squadron commander after coordination with 373 TRS/TXFR and 82 MSS/DPMAA. Leave authorization after arrival at the gaining base will be at the discretion of the gaining squadron commander. Ordinary leave should not delay entry into training and therefore will not normally be granted until competition of the TD training. Leave between completion of TD training at an en route base and proceeding to gaining base will be coordinated between the TDY host organization and gaining squadron commander.

A8.6.1.2. Trainee Skill-Level upgrading.

A8.6.1.2.1. End-Assignment. When airmen complete Phase II training, the TD will prepare AF Form 1256, and AETC Form 325, **Student Accounting and Attendance Record**, to be sent to MPF. Classification and Training Section, for suspense management. The unit/MAT will prepare AF Form 2096, awarding the three-skill level and enter the member in upgrade training according to AFM 30-130, volume II.

A8.6.1.2.2. Students Trained En Route to End-Assignment. Upon arrival at the permanent duty station, and at the time of in-processing, individual will be upgraded to the three-level and entered into five-level upgrade training based on presentation of AETC Form 325.

A8.6.1.2.3. Personnel bound for overseas will be awarded the three-skill level before departing the CONUS. The gaining MPF will enter airman into upgrade training to the five-skill level.

A8.6.1.3. Personnel Strength Accounting Procedures. HQ USAF and base level military personnel systems account for individuals by skill level (one- or three-level) currently held. Procedures will vary depending on where an airman completed Phase II training--either at the gaining base or TDY en route. Using the personnel transaction identifier PTI 517, the technical training graduate match program calculates a report-not-later-than-date that is equal to the graduation date from the basic technical training course, plus travel time, plus leave, plus the course length for TD training.

It is essential that airmen be gained in the proper control Air Force specialty code (CAFSC) (one- or three-level) to ensure accurate classification and statistical accountability.

A8.6.1.4. PCS to End-Assignment. Airmen will be gained (PTI 201/204) in the one-skill level primary Air Force specialty code and CAFSC; functional category will be "L". Upon completion of TD, the above applies. Airmen's PAFSC and CAFSC will be upgraded to the three-skill level. Update functional category to "A".

A8.6.1.5. TDY En Route to End-Assignment. Airman who have completed TD before arrival at their end-assignment (for example, all oversea bound airmen) will be awarded the three-skill level in their appropriate AFSCs (see above).

A8.6.2. Eliminee Management Quality Control.

A8.6.2.1. Airmen who fail to complete any portion of initial skill multiphased training will be evaluated for either separation or retention. Reporting instructions for non-prior service (NPS) eliminees from Phase I courses are covered in AFI 36-2110, *Assignments*. Retrainee eliminees are processed according to AETCI 36-2215, *Training Administration*, and AFI 36-2626, *Airman Retraining Program*. When a student is eliminated from Phase II training, the TD commander will notify the unit commander by letter. If the student is from the Air National Guard, provide an information copy to NGB/TE, Wash DC 20330. When an ARF airman is eliminated, return the student to the unit of assignment for disposition.

A8.6.2.2. When an active duty NPS student is eliminated from the TD phase of training and retention is recommended, the following procedures apply: ***Note: Retrainee eliminees are processed as explained in AFI 36-2626.***

A8.6.2.2.1. When training is conducted at the end-assignment, the MPF , in conjunction with the TD, initiates the message required by AFI 36-2110, and sends it to 2 AF/DOP, with information copies To AFPC/DPAAD6, and MAJCOM/DPRA. 2AF/DOP will provide reclassification instructions. AFPC/DPAAD6 will provide assignment information.

A8.6.2.2.2. When training is conducted in a TDY en route status, the servicing MPF, in coordination with the TD, initiates the message required by AFI 36-2110 and sends information copies to HQ 2 AF/DOPS, AFPC/DPAAD6, MAJCOM/DPPA or MPRA, gaining and losing MPFs. HQ 2 AF/DOPS will provide reclassification instructions to the losing MPF, with information copies to the TDY MPF and gaining MPF. AFPC/DPAAD6 will provide assignment instructions to the following:

A8.6.2.3. When an active duty student is eliminated from Phase II training and discharge is recommended, normal AFI 36-3208, Administrative Separation of Airmen, procedures apply, in addition to the following:

A8.6.2.3.1. For airmen at their permanent end-assignment, the TD will initiate the paperwork to advise the unit commander that discharge is recommended. The unit commander will then contact the appropriate TTW registrar to determine if any information exists which would support retention or have a bearing on the proposed discharge processing. If the airman's commander concur, a discharge case will be initiated by that organization.

A8.6.2.3.2. For an airman at a TDY en route base, the commander of the unit to which the airman is attached (AFCAT 36-2223, chapter 6) will be advised by the TD that discharge is recommended. The commander will then contact the appropriate TRW registrar to determine if

any information exists which would support retention or have bearing on the proposed discharge processing. Providing no such information exists, the commander will contact the appropriate the servicing MPF to initiate a request for PCS to the en route base for the purpose of discharge processing. Requests for PCS of eliminees to an AETC base will be addressed to AFPC/DPAAD6.

A8.6.2.3.3. For recruits or initial skill trainees, separation may be initiated for failure to make satisfactory progress in the required training program (see AFI 36-3208).

A8.6.2.3.4. If discharge processing results in retention, see applicable information in AFI 36-3208.

A8.6.2.4. Should circumstances occur during TDY en route Phase II training that raise quality control questions that are not training related, the servicing MPF at the TDY location will dispatch a message to AFPC/DPAIP with an information copy to AFPC/DPAAD6 for assignment determination.

A8.6.2.5. Local conditions may occasionally necessitate a request for a change in the weapon system shred (and corresponding Phase II course) by maintenance commanders. In these exceptional cases, base TD officials should first informally coordinate such requests with the 982 TRG at Sheppard AFB. If TD training capability exists, the MPF can then submit the formal request by message to AFPC/DPAAD6 with information copies to the 982 TRG, HQ 2 AF/DOPS, and the MAJCOM/Airman Training Offices. The message should state that the 982 TRG has concurred with the shred change. Upon message approval by AFPC/DPAAD6, AF Form 2096 will be used to document the shred changes to the individual's AFSCs. Only the shred in which the member receives training should be retained as an awarded AFSC.

A8.7. Student Pipeline Flow. See responsibilities for 2 AF/DOP and 982 TRG.

A8.8. Training Support.

A8.8.1. Training Deficiencies. Should an STS training deficiency occur (or graduation date extend in excess of one week due to remedial training in Phase II), the unit conducting the training will report the deficiency according to AETCI 36-2203, *Technical Training Development*.

A8.8.2. Support for Command Lacking Specific Training Capabilities. Some MAJCOMs may not have TD capability to support weapon system TOT due to small numbers of command gains. Gains to such commands will be trained at bases having TOT capability, as coordinated with the appropriate MAJCOM, and scheduled by 982 TRG.

A8.8.3. Alternate Training Methods.

A8.8.3.1. Key to the TOT concept is the availability of operational equipment for TOT purposes. The host will ensure that aircraft and support equipment are provided. These arrangements will be closely coordinated between the TD and the host maintenance organization.

A8.8.3.2. Alternate training methods to accommodate temporary surges or nonavailability to training support equipment are vital to the success of multiphased training. Rather than develop alternate training courses to support such situations, existing courses will be used with STS tasks taught to lower proficiency levels. In each instance, a training deficiency report is required as out-

lined in a above. When students are taught to proficiency levels lower than required by the STS, diplomas may still be provided.

A8.9. Student Scheduling.

A8.9.1. Students whose Phase II training will be done at a TDY en route base will normally be held at the resident wing. Ordinary leave will not normally be granted. Exceptions to this policy will be at the discretion of the training squadron commander after coordination with 373 TRS/TXFR and 82 MSS/DPMAA. In any case, students will report to the TDY en route base no earlier than 14 calendar days and no later than 4 calendar days before TD class start date.

A8.9.2. Students whose Phase II training will be accomplished at their base of end assignment should be scheduled to report to their gaining unit of assignment no earlier than 21 calendar days, and no later than 4 calendar days before Phase II TD class start date. End assignment active duty students should complete the INTRO program and all in-processing before the TD class start date if possible. Students will not be removed from Phase II classes to attend in-processing or base INTRO programs. *Note: The INTRO program does not apply to ARF personnel.*

A8.9.3. TDs will promptly notify the following offices of no-shows.

A8.9.3.1. For TDY En Route Students. Notify 373 TRS/TXFR, AFPC/DPAAD6, losing and gaining MPFs.

A8.9.3.2. For End Assignment Students. Notify 373 TRS/TXFR, AFPC/DPAAD6, local unit commander and MPF/DPMUM.

A8.10. Operational Procedures.

A8.10.1. The Initial Skill AFSC Multiphased Training Program for aircraft maintenance personnel is an alternative approach to training that developed during a period of constrained resources.

A8.10.2. The ISD process will be used to determine the mix of training divided between phases of instruction and to develop and manage resulting training programs.

A8.10.3. Total instructor and student authorizations (resident, TD, and task oriented training (TOT) augmentees) must be identified annually to support multiphased training. As training needs change, requests for adjustment of resources should be submitted through proper manpower channels. If an out-of-cycle request is submitted, the using command or agency will be asked to provide manpower until resources can be programmed and budgeted through the Planning, Programming, Budgeting System.

A8.10.4. Selective by-pass of Phase I may be authorized for the ARF prior service personnel based upon standards established by the National Guard Bureau (NBG) and HQ AFRES. Requests for waiver of Phase I training for active duty retrainees will be sent through the Major Command (MAJCOM) functional manager and the MAJCOM DPAT to HQ AFPC/MPCMS for action with information copy to 2 AF/DOP.

A8.10.5. Phase II for ARF personnel may be waived when specific weapon system and equipment required for TOT is expected to be unavailable. The ARF will develop and publish procedures that ensure personnel are given on-the-job training and upgraded to the three level within a stipulated time period after completing Phase I.

A8.10.6. Specialty Training Standards (STS) will be used as the overall course content specification documents for multiphased AFSC awarding courses.

A8.10.7. A relatively even flow of students between the phases of training is desirable to alleviate peak demands for equipment and instructors and to reduce pipeline inefficiencies and backlogs.